Honeybuns Day Nursery

Honeybuns Day Nursery, 15 Lichfield Road, Stafford, Staffordshire, ST17 4JX

Inspection date	14/04/2014
Previous inspection date	12/06/2013

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

- Children are confident and enthusiastic learners, who make good progress in all areas. This is because the teaching provided by staff is stimulating and fun, motivating them to engage in the range of experiences available.
- Comprehensive policies and procedures are in place, implemented by staff and thoroughly monitored by management. This ensures that the health, safety and well-being of the children is extremely well promoted at all times.
- Management and staff aspire to continuously improve the quality of the provision. This includes ensuring that staff participate in regular in-house training to enhance their knowledge and understanding of their practice.
- Partnerships with parents are well established through frequent information sharing of children's achievements at home and in the setting. This ensures that each child's unique care and learning needs are well promoted by all those involved.

It is not yet outstanding because

- The outdoor areas do not consistently provide opportunities to support children in their literacy development.

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 mealtimes in all rooms and activities in the main playrooms and the outside learning environment.
- The inspector conducted a joint observation of outdoor play with the manager.
- The inspector held meetings with the manager of the provision and the director of care.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector
Sharon Lea

Full report

Information about the setting

Honeybuns Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Stafford area of Staffordshire, and is one of three nurseries managed by Chase Care Limited. The nursery serves the local area and is accessible to all children. It operates from detached premises and there are two enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, one at level 6, one at level 4 and one holds Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 127 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It also provides a holiday club during the school holidays for children aged five to eight years.

What the setting needs to do to improve further

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

- enhance the outdoor learning environments to further promote children's developing literacy skills, for example, by providing writing resources at all times.

Inspection judgements

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

Children make good progress in all areas of their learning and development. This is because they are regularly observed by staff during their play, to assess their skills and identify their current interests. This information is then used to plan a wide range of activities and opportunities which support the children's identified next steps in learning. Planning is completed weekly and there is a good balance between self-chosen activities and activities led by adults. Children therefore have opportunities to develop their own ideas and interests through the resources and activities available. Staff are skilful at identifying when to leave children who are absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, outdoors, children are interested in a large magnet, which they repeatedly attach to a metal sign. Staff observe this interest and intervene, suggesting that they test out which other items in the garden the magnet will attach to. This results in the children exploring the area, developing their understanding that the magnet will only attach to items that are metallic. Teaching is good as staff are knowledgeable about the children's skills and how to develop their learning effectively to meet their current needs. For example, toddlers are asked to identify the colours of objects in pictures, establishing which colours they are able to recognise. In

contrast, older children are supported to develop their understanding of colour mixing and what happens when two colours of paint are combined. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children make very good progress in their communication and language skills, enabling them to become confident communicators. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Staff acknowledge the favourite stories of children, developing creative displays with them to extend their enjoyment and interest. Language is modelled well by staff who speak clearly, listen to the children's responses and repeat words to support further language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. The setting is a print rich environment where resources and displays are labelled with pictures and print. Older children are taught early phonics in order to be able to recognise and say letter sounds, assisting them to develop their early reading skills. Opportunities for early writing are developed from an early age through a wide range of sensory activities, such as making marks in toothpaste or trays of salt. Activities such as these develop children's physical skills and their early understanding that the marks they make have meaning. Older children have a dedicated literacy area and are encouraged to write for a range of purposes. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school, although, there are fewer opportunities to develop these skills when children play outside.

Partnerships between parents and staff are well established and are given a high priority by staff. This is because staff acknowledge the importance of developing positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information about their child's personality, skills and development on entry to the setting through 'all about me' documents, which are updated when their child is ready to move on to the next room within the setting. This enables the key person to meet the needs of the child from the outset and supports them in making a more accurate assessment of children's starting points. Parents are actively encouraged to review their child's learning journal at any time and to contribute observations about their child's learning at home through 'proud clouds' which are displayed and celebrated by staff in the nursery. Summaries of each child's learning and development are shared termly with parents and the required progress checks at age two are in place to complete with parents at the appropriate time. This ensures that children's needs are continually assessed and planned for, and that children who require additional support receive this at the earliest opportunity. Learning links between home and the setting are promoted well through stay and play sessions and parents sharing their skills in the setting. For example, a parent plays bagpipes for the children and others read them a story in a different language. Information on family celebrations is actively sought and incorporated in planned activities, such as card making for birthdays and special events. The setting also celebrates festivals significant to the children attending, which means they learn about difference and each other.

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

Children are happy and settled in this welcoming setting where they develop positive relationships with one another and the staff. This is because the staff are caring and take time to get to know each child and their unique needs. A well-established key person system is in place, enabling children and their parents to develop a bond with a key person who gets to know them well. Settling-in sessions, where parents slowly build up the time their children spend at the nursery support children in a gradual introduction into the setting. Parents comment that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. Parents share information with staff about their child's care needs, interests and achievements on entry to the setting. This enables staff to appropriately support the child's needs and provide for their interests from the outset. As a result, children have strong and secure emotional attachments with the staff. This enables them to confidently explore the environment, enjoy their time in the setting and make good progress in all areas of their learning and development. Similarly, transitions between rooms within the setting are equally well supported, in partnership with parents and the new key person. Children move on to the next room when they are considered to be ready developmentally, not just when they attain a specific age. Staff ensure that they are prepared for this next stage, for example, moving babies from sleeping in cots to sleep mats and toddlers drinking from open cups, rather than lidded ones. This ensures that children's developing needs are consistently promoted and well supported. Older children are fully prepared for their transition into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for teachers from the schools that children will be attending, to visit them in the setting. In addition, visits are arranged to local schools, which the setting have developed strong links with, through a local authority buddying scheme. This transition is further supported through the sharing of information relevant to each child regarding their progress and individual personalities and needs. As a result, children make the move in to full time education more easily because of the positive steps taken to ease their transition.

Toddlers and older children develop their independence in self-help skills extremely well. This is because staff know the children's capabilities and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. At mealtimes, children help with tasks, such as sharing out cups and independently select their cutlery. Older children have regular physical education sessions, which enable them to refine their skills in dressing and undressing, in readiness for school. An understanding of the importance of hygiene is fostered from an early age, through staff ensuring that children wash their hands after using the bathroom, before meals and after outdoor or messy play. In addition, older children brush their teeth after meals, promoting their oral hygiene. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to complete these tasks competently, enhancing their sense of achievement. Therefore, they develop valuable skills which will benefit them throughout life. Children of all ages benefit from interesting and enabling environments indoors, which are organised to meet all areas of their learning. Toys and equipment are in good order and are freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the four

age ranges have spacious, well organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. For example, toddlers and older children have separate rooms where messy play, such as painting, sand, water and gluing are available at all times. A sensory room with a range of lights and multi-sensory resources is available for all children. Displays celebrate children's creativity and the photographs in their learning journals showing them engaged in activities, celebrate the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together as staff are good role models who provide a calm and caring environment. Children are encouraged to be kind to one another, share and take turns and respect one another through good listening. This results in children being polite and respectful, and confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the outdoor areas in all weathers. Staff supervise children in using a range of resources, such as climbing frames, slides and wheeled toys. Children and staff enjoy playing parachute games where children learn how to work together to make the parachute go higher or lower. Mathematical understanding is developed as staff count the steps which children climb on their way up to the slide and play games, such as 'What time is it Mr Wolf?' where children learn to count the corresponding number of steps according to the time announced by the wolf. Elaborate 'bug hotels' have been created in both of the outdoor areas, enabling children of all ages to look for insects, using magnifying glasses to explore these more closely. Opportunities, such as these, helping to feed the pet guinea pigs and planting seeds, all support children's developing understanding of the world around them and how to care for living things. Outdoors, children learn how to take risks safely, as staff encourage them to challenge themselves on the large equipment. Snacks and meals provided by the nursery chef are well balanced and nutritious and all dietary needs are very well catered for. Hygiene standards are highly maintained and the kitchen has achieved a five star rating from the environmental health agency, the maximum achievable. In addition, the setting has achieved a platinum nurturing health award, the highest level attainable, from the local authority. This is in recognition of the high nutritional standards in the setting and how well staff promote children's physical health and well-being. The setting has been selected as an example of good practice in this area and video clips of their practise have been included in a local authority on-line training course. Staff develop children's understanding of the importance of healthy diets, including the effects upon their dental health. For example, they carry out activities where children have to match foods and drinks to the 'sad tooth' and 'happy tooth', which are reinforced through the children brushing their teeth after meals. Mealtimes are social occasions for babies and children, who are encouraged to feed themselves independently, as soon as they are able. Snacks are provided mid-morning and mid-afternoon, which means that children are well nourished, maintaining their energy levels throughout the day. Drinking water is available for all children at all times.

The effectiveness of the leadership and management of the early years

provision

The management team have a good understanding of their roles and responsibilities in ensuring that the setting meets the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed by staff and parents through a policy of the month system or when it is identified that amendments or additions need to be made. Detailed accident and medication records are maintained and are signed by parents, keeping them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards and that resources and equipment are safe for the age range of children using them. The management puts the safety of the children as their highest priority and ensures that staffing ratios are fully met at all times, to ensure that children are appropriately supervised in all of the individual rooms in the setting. Staff knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified, and information is evident in every room to support staff in making a referral to the appropriate agencies. Policies and procedures are shared with parents when first joining the setting and are available to view at all times on the setting's website. Thorough recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the setting and enabling them to fully understand their roles and responsibilities. All of these measures in place, ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision and appraisal processes, which are used to identify support, highlight training and meet their development needs. Regular management observations of staff practice are used well to enable staff to review and reflect on the quality of their teaching. Staff receive mandatory training in safeguarding and first aid, and attend additional courses provided by the local authority, when these are available. In addition, all staff value the monthly in-house training sessions which are provided by the management team in response to areas identified for development or specific requests from staff. It is evident that staff training has a very positive impact upon the setting, as staff demonstrate how they have put ideas they have gained, into practice. For example, communication boxes have been put in place for individual children as a result of attending Every Child A Talker training through the local authority. The nursery benefits from a member of the pre-school team having Qualified Teacher Status, positively influencing the standard of teaching. All staff have allocated time away from the children each week, to update children's learning journals and their planning, enabling the time spent with the children to be focussed on them, rather than paperwork. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents share their opinions verbally at any time and through annual questionnaires. Parents state that they are very reassured by the fact that any issues they raise are always listened to and addressed, demonstrating the value placed

upon relationships between staff and parents. The setting has ongoing improvement plans and staff work well together to achieve identified developments. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. Systems are in place to monitor children's progress through their learning journals and a computerised system is currently being developed to enable the management team to oversee every child's progress and ensure that there are no gaps in their educational provision. The management team are highly involved within the childcare rooms, engaging in play with the children and modelling good practice to the staff. This ensures that the environment and the planning in place are supporting the children to make the best possible progress in their learning and development.

Effective partnerships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the setting. Parents report that they are happy with the standard of care that their children receive. They share that they can identify the benefits of their children attending the setting, due to the high levels of achievement attained by the time they move on to school. Daily information is shared with parents regarding the activities their child has been engaged in and how well they have eaten. This ensures that a two-way flow of information is encouraged between parents and staff on a daily basis, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters, a range of information through notice boards, have access to a website and receive termly updates on their children's progress. Parents are also encouraged to participate in the life of the setting through attending stay and play sessions. The setting also has strong community links as they run a weekly parent and toddler session in a local supermarket and work with the local church to celebrate harvest time and share their nativity play. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Staff work well with the area inclusion service, to support children who have additional learning or development needs. Teachers are invited to meet those children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. In addition, the setting welcomes and values the support received from local authority officers, to support their continual progress and development.

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	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	EY339367
Local authority	Staffordshire
Inspection number	959615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	127
Name of provider	Chace Care Limited
Date of previous inspection	12/06/2013
Telephone number	01785 214040

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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