

Honeypot Day Nursery & Pre-School

Honeypot Day Nursery & Pre-School, 230 Broadgate, Weston Hills, SPALDING, Lincolnshire, PE12 6DQ

Inspection date	07/05/2013
Previous inspection date	06/07/2009

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 form secure emotional attachments with staff and show good levels of confidence and independence.
- Staff have a good knowledge of how young children learn through their own interests and ensure planning effectively reflects these to provide memorable experiences.
- Partnerships with parents and other professionals are effective at ensuring children make good progress in their learning and development given their starting points.
- The setting is led and managed effectively. The manager monitors the education programme well to ensure children make good progress in their learning and development.

It is not yet outstanding because

- There is scope to improve older children's access to all outdoor play areas and maximise opportunities for exploratory play, especially regarding the natural environment.
- Children are less aware of the cultures and traditions of themselves and others, especially those that attend the setting, as this is not fully explored within the planning of activities.

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 activities in the toddler room, pre-school room, art area and outdoor gardens.
The inspector held a meeting with the manager of the setting and spoke at appropriate times to staff throughout the sessions. A joint observation of staff's practice took place.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

Honeypot Day Nursery and Pre-school was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an old village school in the village of Weston Hills, Lincolnshire. The nursery serves the local area and beyond and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, the manager is qualified to level 4 and the director has Early Years Professional Status. The nursery opens Monday to Friday all year round from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 75 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make better use of all outdoor areas to increase children's opportunities to investigate the natural world

- strengthen the positive impressions children have of their own culture and those of others in the nursery by sharing and celebrating a range of practices and special events.

Inspection judgements

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

Staff at the pre-school have a good understanding of the seven areas of learning and plan a balanced curriculum based on children's interests in the setting and at home. For example, they model and support writing letters in shaving foam based on a parent's observation regarding a child's interest in the alphabet. Key person groups allow staff to form close bonds with their key children and ensure their individual learning needs are well targeted. Staff have a clear understanding of how children learn through play and support them well in their chosen activities. Children are involved in decision making and encouraged to make choices in their play. For example, they choose the resources they

wish to use as they plan their own obstacle course in the garden. Furthermore, staff extend learning as they encourage children to think about the different ways they can use their bodies as they move along the course. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their development, such as starting school. Meetings are held with parents each term to discuss children's progress and obtain current information about interests and learning from home.

Children's communication, language and thinking skills are promoted well throughout the nursery. Staff speak directly to very young children, repeating words for reinforcement and giving them time to respond. Staff engage older children in conversations during activities and skilfully question children to make them think. For example, they ask, 'which ones are hard and which ones are soft?' when exploring the features of fruit and vegetables. Children's vocabulary is extended as they are introduced to words, such as 'smooth', 'bumpy' and 'squishy' when feeling apples, cauliflower and potatoes. Books are readily available and children engage well as they listen to familiar stories in group situations. Children play outside on a daily basis, although currently staff do not incorporate the back garden area into older children's play, which means they have less opportunity to engage in exploratory play, with particular reference to the natural world, for example, by digging freely in mud.

Staff play with babies at their level and give them good opportunities to explore the toys and resources available. Those learning to walk are provided with appropriate resources to support this important skill, which helps them gain independence to access the toys of their choice. Children with special educational needs and/or disabilities attend the setting and are well cared for by caring and experienced staff. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets. Children who speak English as an additional language also attend the setting and while there are some opportunities for children to see and hear their own language in their play, there is less opportunity for them to gain an understanding of their own and others' cultures through planned activities.

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

Children play in bright and stimulating surroundings which are organised well to promote learning. They move freely from activity to activity and independently help themselves to resources which are easily accessible. The nursery's key person system is effective in meeting children's needs as strong attachments have formed between staff, children and their families. This enables children to feel safe and secure within the nursery. For example, children independently take hold of their key person's hand to walk outside and cuddle up to staff when feeling tired. Young children show familiarity with routines as they excitedly run to the door when they are asked if they would like a nap. Babies' and young children's individual routines are adhered to, such as sleep and feed times, which meets their immediate needs. Daily written and verbal information is exchanged with parents of all children so that changing needs are constantly met. Children of all ages demonstrate

good levels of confidence and self-esteem. They approach staff with ease and learn to cooperate well with their peers, for example, as they wait patiently to take their turn on the slide and work together to stop a tower they are building from falling down. Children's work and photographs of them during activities are attractively displayed throughout the nursery, which helps them gain a good sense of belonging.

Transitions within the nursery are effective as clear information is exchanged from key person to key person as children move rooms. Children are often moved in small groups to minimise disruption as they are already familiar with their peers. There are clear systems in place for children who attend other settings, including visits to the nursery from other key persons and communication books. Good relationships are in place with several local schools to aid a smooth transition. Reception teachers visit the nursery and liaise closely with key persons regarding children's well-being and development prior to starting school.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor physical play opportunities. For example, a wooden climbing structure provides good challenge for older children. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Staff encourage children to think about their own safety, such as why they must wear hats in the hot sun. Children understand why they need to wear sun cream as they state that, 'if the sun is really strong it may burn you'. A healthy range of meals and snacks are prepared fresh on a daily basis and those parents providing a lunch are encouraged to adhere to the nursery's healthy eating ethos. Good hygiene is promoted throughout the nursery. For example, the toilets are clean, soap dispensers are regularly checked to ensure they are adequately stocked and potties are emptied and rinsed as they are used. This supports children's good health and well-being.

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

The owner, manager and dedicated staff team work closely together to provide children with a quality nursery provision, that enables them to make good progress towards the early learning goals. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. The manager spends time in each room monitoring practice informally through general observations and more formally through an appraisal system. Improvement plans are constantly reviewed and revised to improve practice, with the outdoor environment identified as an area to further enhance, for example, with a permanent sandpit and substitute grass area that can be used in the winter months. Positive relationships are in place with parents and they are encouraged to share their views in questionnaires and through their children's daily diary. This diary provides parents with a 'snapshot' of their children's day and an indication of the food and the amount they have been offered and eaten. Parents speak highly of the 'fantastic' nursery and new parents feel that staff are 'very friendly and that their child has settled well'. Children say that they enjoy, 'playing outside, on the climbing frame and making pictures with beads'. Events, such as craft days each term and sports day, helps to further strengthen relationships with parents and the community as a whole.

Recruitment procedures are secure and ensure staff are safe and suitable to work with children, as vetting and barring checks are carried out and references obtained. Clear induction procedures ensure staff and volunteers are clear about their roles and responsibilities and the general running of the nursery. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. For example, occupational therapists work closely with staff to meet individual children's needs. Staff complete regular child protection training so that they are confident with the most current safeguarding procedures and how to report concerns. Robust safeguarding procedures are in place including a policy for the use of social networking site and online use. All staff are fully aware of children's individual needs and family backgrounds to ensure they are fully supported. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. Overall, the nursery is organised well to create a warm and welcoming environment in which children feel safe, secure and happy.

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	EY369885
Local authority	Lincolnshire
Inspection number	917639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	75
Name of provider	Honeypot Nurseries (Weston Hills) Ltd
Date of previous inspection	06/07/2009
Telephone number	01406 380 803

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

