

# The Honey Pots Day Nursery

55 Newhall Road, SWADLINCOTE, Derbyshire, DE11 0BD

<b>Inspection date</b>	04/06/2014
Previous inspection date	14/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Children are provided with an appropriate range of interesting resources. This means that they settle quickly at activities when they arrive at the nursery.
- Children benefit from suitable teaching methods, which support them to extend and develop their learning.
- Staff develop close bonds and attachments with children who, as a result, are happy, confident and feel secure in the nursery.
- Robust recruitment policies, procedures and practices help to ensure that children are kept safe.

### It is not yet good because

- Not all staff have an adequate understanding of how to accurately observe, assess and plan, in order to develop children's learning. Consequently, not all children are effectively supported to make good progress.
- Children's independence is not sufficiently promoted throughout the nursery. Meal time routines for the older children do not effectively promote children's self-help skills.
- Systems for staff development have not been effectively implemented. Not all staff are given appropriate supervision, coaching and mentoring to improve their practice.
- There is room to enhance strategies to further engage parents in sharing information about their children's development in order to promote continuity of learning at home.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in all the playrooms and the outside play area of the nursery.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held meetings and carried out a joint observation with the manager.
- The inspector viewed a range of documents including evidence of suitability checks, accident logs and the policies and procedures of the nursery.

## **Inspector**

Elaine Tomlinson

## Full report

### Information about the setting

The Honey Pots Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is situated in the Swadlincote area of Derbyshire. It is one of two nurseries owned by the same provider. The nursery serves the local area and is accessible to all children. The nursery operates from converted premises and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, five staff are qualified at level 3 and two staff are qualified at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm and children attend for a variety of sessions. There are currently 83 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- ensure that systems to accurately observe, assess and plan to develop children's learning are embedded in staffs practice to enable children to make good progress
- facilitate appropriate supervision, coaching and mentoring for all staff to provide opportunities for them to improve their practice.

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

- improve strategies to engage parents more effectively in the two-way flow of information about their children's interests and achievements, so they are better informed and able to support their children's learning at home
- improve meal time routines for the older children so that opportunities to promote their independence are fully utilised.

## Inspection judgements

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

The nursery provides an interesting and stimulating environment for children, which generally supports development across the seven areas of learning. Throughout the nursery, a varied and thoughtful range of resources is presented in a welcoming and

inviting way, which means that children are sufficiently motivated to participate in learning. An adequate balance of adult-led and child-initiated activities means that in general, children receive attentive support from staff and make steady progress. Staff commonly use suitable teaching methods to engage and encourage children as they play. They involve themselves in activities, making suggestions to develop play and ask thought-provoking questions, which encourage children to think and extend their learning. For example, they ask 'what', 'why' and 'how' questions. In addition, staff are suitably skilled at standing back and allowing children to develop their own play. As a result, children make steady progress and develop an appropriate range of skills to support their future learning.

Babies and children develop appropriate physical skills and enjoy opportunities to discover and explore. Babies enjoy experimenting with different textures and materials, including dried oats and feathers. They explore a range of treasure baskets and shake instruments, marvelling at the sounds they make. Older children develop dexterity and coordination when playing with malleable materials. For example, they use a variety of tools to cut and roll dough, and enjoy talking about the different textures. Outside, children run, climb, balance and use wheeled toys. They dig in the mud and collect worms and spiders to look at through magnifying glasses. This sparks conversations about how different animals move. Staff support children to look more closely at what they have collected and as a result, children are developing an appropriate understanding of the world around them. Children are well supported in their acquisition of communication, language and literacy skills. Staff encourage babies and young children to use simple words and form sentences through repetition and modelling the good use of language. As a result, some older children can hold meaningful conversations and listen attentively. All rooms in the nursery are equipped with quiet comfortable areas for children to share books with their friends. Older children enjoy sharing books in the tent and younger children show enthusiasm for story books which staff read to them. Effective use of expression and tone helps to keep children engaged and they join in with their favourite part of the story. A suitable selection of resources is available to encourage the children to write, which they freely use to make marks as they play in all areas of the environment. Children are supported to express themselves freely during craft activities, such as gluing, and they enjoy dressing-up as they pretend to be doctors in the role-play area. Children use their imagination as they pretend that hoops are racing cars, or go to the laundrette. Mathematics is well supported and children are presented with opportunities to count throughout the day. For example, toddlers count the stairs as they walk up them. Staff introduce concepts, such as size and measurement as children play in the water.

Staff are provided with an appropriate system to regularly observe and assess children's development as they play, including the completion of the progress check for children between the ages of two and three years. When children first start at the nursery, staff mostly gather basic information from parents about their child's likes and dislikes. Staff are, therefore, able to appropriately plan activities for their initial sessions, which interest the children. This, along with an assessment of the child's capabilities, generally provides key persons with reasonable starting points for each child's learning. Key persons mainly use information from ongoing observations to track development and identify the next steps in learning for their key children. However, not all staff have a sufficient understanding of how to carry out observations effectively to make this a meaningful

process for all children. For example, some staff do not accurately link observations to stages of development. This means that on occasions, next steps in learning do not effectively support children to make good progress. Processes are in place to ensure planning is child led. However, staff's understanding of how to use the system effectively varies and means that occasionally planning is not sufficiently focused on specific objectives to support all children in their learning. Key persons share sufficient information with parents about their child's learning and development on a daily basis. In addition, parents are invited to attend parents' evenings where key persons share written assessments and discuss any emerging needs. However, there is room to improve strategies to further engage parents in sharing information about their children's development so they are better equipped to promote learning at home.

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

Children are happy, settled and enjoy their time at the nursery. Children benefit from the close relationships that they develop with staff as this helps them to feel secure. Settling-in procedures allow time for children to become familiar with their key person and subsequently, they settle well into the nursery. Staff are fun, caring and warm. Babies enjoy cuddles and smile affectionately at their key person and older children laugh and giggle as they enjoy playing alongside staff. Appropriate relationships with parents help to ensure that information about children's needs is generally shared effectively and confidentially each day. For example, staff share information about any accidents that children have had. This also helps to promote the well-being of the children. Older children develop close friendships with each other. For example, they laugh, smile and share jokes together as they play, which demonstrates that they enjoy each other's company. Therefore, children are typically happy and enjoy their time at the nursery. Staff are effective role models as they are polite and respectful, and use appropriate strategies to support learning, such as using positive language to promote good behaviour. This helps children learn to use suitable manners well. Staff praise children's achievements appropriately and this helps the children to develop generally good self-esteem. Consequently, children play cooperatively together and strategies to manage children's behaviour are effectively embedded into most staff's practice. For example, they intervene effectively to clearly explain their expectations for behaviour. As a result, children in general, learn how to behave well.

The environment is arranged effectively to enable children to move safely and confidently. An adequate range of developmentally appropriate resources are stored at children's height, which allows them to make choices as they play. The organisation of the day largely supports the emerging needs of the children. For example, each room has planned in sufficient time for outdoor play. However, meal times in the pre-school room are sometimes disorganised. Children sometimes sit for lengthy periods of time at the table whilst waiting for their food. As a result, some children display elements of unsociable behaviour because they become bored. Furthermore, staff do not make the most of opportunities to effectively promote children's self-help skills, for example, by allowing them to lay the tables or serve their own food. Staff are deployed effectively throughout the nursery to meet the needs of the children and supervise them efficiently to promote their well-being. The nursery provides the children with a healthy range of snacks and

meals, which are freshly prepared each day. Children can help themselves to drinks and snacks independently throughout the session and develop an understanding of healthy diets through discussions, such as why we eat certain foods.

Children's understanding of good health is suitably promoted throughout the nursery. For example, children's hands are washed prior to eating and after messy play activities. Older children are beginning to use toilet facilities by themselves. Staff supervise children closely and attend to any needs, and occasional accidents are handled with sensitivity. Furthermore, older children put on their own coats and shoes while staff support younger children. As a result, children are beginning to develop some self-care skills. Children are provided with sufficient opportunities to move and play both indoors and outside and in all weathers, which helps to promote their physical skills. While children on occasion get wet during these activities, there is a plentiful supply of dry clothing to change into, which means children remain comfortable to carry on their play. Staff encourage children to learn how to keep themselves appropriately safe and provide opportunities for them to gain an understanding of risk. For example, they are encouraged to jump over sticks. In addition, the children participate in fire drills and are reminded how to climb the stairs safely.

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

The new management team has a clear understanding of their responsibilities under the safeguarding and welfare requirements. This means that children's welfare is well promoted within the nursery. Robust recruitment policies and procedures are in place, which help to keep the children safe. All staff are subject to Disclosure and Barring Service checks prior to employment and have attended training to develop their understanding of how to keep children safe from harm. Subsequently, staff have a comprehensive understanding of child protection procedures and who to report any concerns to in order to keep children safe. Suitable arrangements are in place to ensure the required staff ratios are maintained and children are well supervised at all times. Policies and procedures have been developed to support the running of the nursery, which staff implement effectively in their daily practice. Staff respond quickly and appropriately to accidents, which are recorded appropriately and relevant information is shared with parents. Staff also ensure that nappy changing procedures protect children from any cross-contamination. In addition, staff inform parents of any illnesses, including chicken pox, which children may come into contact with. This means that children's health is appropriately protected and that parents are suitably informed.

The management team has an appropriate understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The new manager has processes in place to regularly review and monitor planning, observation and assessment documentation to ensure that children are supported to make good progress. This however, is in its infancy and has not yet sufficiently supported staff to ensure that observations and assessments of children accurately identify how best to encourage further progress. A programme of professional development has been provided by the proprietor. This includes a detailed induction plan and procedures to monitor staff's

practice appropriately through supervision discussions and annual appraisals conducted by the manager. However, these systems are not yet fully embedded into practice and as a result, not all staff have been provided with appropriate coaching and mentoring to improve their practice.

Progress since the previous inspection has been steady and some of the actions raised have been addressed. For example, children are now provided with an appropriate mix of adult-led and child-led activities. The nursery has gone through a period of unsettlement and change in the staff team and the recent appointment of a new manager means that staff are beginning to be more motivated to develop the environment and their practice to enable all children to make good progress. In addition, the new manager has highlighted further areas for improvement and detailed action plans are in place to enable the setting to move forward. The management team show a revived commitment and passion to improve the quality of the nursery and reflect effectively on the care and education provided. Furthermore, input from parents, children and staff into the development of the nursery means that they are actively involved in shaping the future of the provision. Parents are generally happy with the care that their children receive. They comment positively on the friendliness and professionalism of staff. Staff are clear about the importance of working with other professionals and have effective relationships with outside agencies including a teacher of the deaf. This means that the needs of children with special educational needs and/or disabilities are well met throughout the nursery.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY442478
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	973278
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	91
<b>Name of provider</b>	The Honey Pots Day Nursery Limited
<b>Date of previous inspection</b>	14/10/2013
<b>Telephone number</b>	

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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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