

Honey Bears Day Nursery Ltd

North Road, Burslem, Stoke-On-Trent, Staffordshire, ST6 2ED

Inspection date	03/07/2014
Previous inspection date	26/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 have a good knowledge of child protection. They are clear about procedures to be followed to report any safeguarding concerns they may have. All staff hold current paediatric first-aid certificates. Required adult-to-child ratios are maintained at all times. As a result, children are kept safe.
- Stimulating activities and resources, along with good quality teaching practice, support children to become motivated learners. Support for children who speak English as an additional language and those with special educational needs and/or disabilities is strong. Consequently, all children are making good progress.
- Children are happy and form good attachments to the attentive staff, who know them well. Children's behaviour is managed well. Effective systems support children with medical needs. As a result, children's emotional well-being is supported.
- Effective information sharing with parents and providers who may be involved in the care and learning of the children is good. This helps parents to support their child's learning in the setting and to continue this learning at home.
- Management has a good understanding of the strengths and weaknesses of the setting and involve staff, parents and children in the setting's self-evaluation process.

It is not yet outstanding because

- Organisation of the lunchtime routine means there is a delay before some children can serve their own lunch because the food is provided in one large dish.

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 looked at attendance registers, staff records, children's records, planning documents, policies and procedures.
- The inspector observed the children indoors and outside.
- The inspector spoke to staff and parents.
- The inspector had a meeting with the manager and registered person.

Inspector

Karen Laycock

Full report

Information about the setting

Honey Bears Day Nursery Ltd opened in 2008 and on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a self-contained building in the Burslem area of Stoke-on-Trent. Children are cared for across five rooms and have access to two enclosed outdoor play areas. The setting opens five days a week from 7.30am to 6pm for 51 weeks a year. Children attend for a variety of sessions. There are currently 132 children on roll, 101 of whom are in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 14 staff working directly with the children. Of these, one has an appropriate qualification at level 6, two hold level 4, 10 hold level 3 and one holds level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- maximise opportunities for children to be independent and make choices during the lunchtime routine, for example, by using more food dishes to enable children to serve themselves more promptly.

Inspection judgements

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

Staff are very enthusiastic about their work and ensure that children enjoy a range of interesting and challenging experiences. Children learn through activities that cover the seven areas of learning. Activities are carefully planned to support children's interests and learning preferences. Staff gather information from parents prior to children starting at the setting. This includes children's interests, what they know, like and can do. Well-documented development folders are compiled in partnership with parents. Parents are encouraged to be involved in their children's learning through regular meetings to discuss their child's development. Staff complete the progress checks for children between the ages of two and three years in consultation with parents. Parents are encouraged to make their own observations at home and record these in their child's records. This helps parents support their child's learning in the setting and to continue this in their home environment. Children use a variety of different home languages, and staff work closely with parents and outside professional agencies to support them. Staff skilfully use pictures, props and visual aids to reinforce children's communication skills. Consequently, children who speak English as an additional language are supported well and make good progress in their learning and development. Children with special educational needs and/or disabilities are effectively supported as staff work closely with parents and a range

of health professionals. Staff regularly work with children on a one-to-one or small group basis as necessary. As a result, children's needs are fully met and they are included in all the activities.

Teaching is good, as staff are constantly attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities. Staff constantly observe children during play and routines to note their current interests and abilities. These sharply focused observations are used to plan purposeful learning opportunities to move learning forward. This, along with the good partnerships with parents and carers, means children make good progress in their learning and development. Consequently, Children are well prepared for their move into full-time school as they become independent and eager learners. Staff provide a good range of resources to encourage children to make marks, such as sand, chalks, water and crayons, and to draw pictures of what they see, which promotes their early writing skills. Using these resources, children develop pencil control, express imagination and write for a purpose. Outside, children use water and chalk to write their names and draw the numbers they have been learning recently. Children work cooperatively together, experimenting with the creation of patterns on the garden fence.

Children enjoy working together as a team in their play activities. For example, they share a wheeled toy with each other and take turns to pedal. This promotes their physical and social skills. Children are fully engaged as they build a bus out of tyres, climbing frames and milk crates. Staff join in their play. They ask thought-provoking questions to explore children's understanding and develop their thinking skills, such as 'where can we go on the bus?' and 'who do you think will get on?' Children join in and recount their own experiences. This means that children learn to listen and develop their communication and language skills. Staff effectively develop babies' communication skills as they constantly talk to them. They comment on what they are doing and repeat their babbles. This reinforces that their vocalisations are important and convey meaning. Mathematical skills are fostered well. For example, staff introduce positional language, such as 'under', 'on top' and 'over', as the children negotiate the obstacle course. Toddlers play happily as they look at their faces in the mirrors and encourage adults to join in their play. Babies roll balls to one another, which promotes their coordination and social skills. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Younger babies are also able to explore and investigate because their toys are stored in suitable containers on the floor. Staff encourage babies' drive to crawl by offering supportive words and praise as they reach toys of interest placed a short distance away. The environment supports babies beginning to take their first steps. This is because staff have carefully placed favourite toys and resources around the room. This enables them to explore and be active and promotes their physical development as they manoeuvre around the room. Staff understand the importance of children meeting their expected levels of attainment in the prime areas of learning.

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

Children are settled and happy in this setting. This is due to the good relationship they build with their key person and other members of the team. Staff get to know children

quickly and are competent in assessing their individual needs when they first start at the setting. Well-organised, flexible settling-in sessions help to make the transition from home or other carers to the welcoming setting. Staff gather detailed information from parents about their child's development, daily routines and interests. This means that children's needs are met from the outset as staff have a good understanding of each child's individual needs. Staff form strong bonds with children, parents and families. This secures children's emotional well-being and so they are happy to attend and confidently separate from their parents on arrival. In addition, it supports smooth transitions as children move within the setting and eventually on to school.

Children enjoy choosing their own resources. They are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. Staff recognise when children are ready to take responsibility and encourage them to manage their personal needs, such as managing the toilet themselves. They understand the need to wash their hands to make sure 'the germs are gone'. Children's independence is being developed as staff encourage children to make choices as they serve their own lunch and snacks. Food at lunchtime is delivered from the kitchen in one serving dish. Therefore, there is capacity to review this routine so that children do not have to wait so long to serve themselves. Staff are keen to ensure children's safety and provide high levels of support for children who have medical or dietary requirements. The setting has a clear procedure for the administration of medicines. Children enjoy good conversation at snack and meal times. This helps them to understand the importance of a healthy diet as staff encourage discussions about foods that are healthy and those which are not. As a result, children learn the importance of making healthy choices as they comment 'we can see in the dark' and 'it makes us nice and strong'. Staff ensure that all children enjoy daily outdoor play, so that they benefit from regular fresh air and exercise. Consequently, children are developing a secure understanding of the importance of healthy lifestyles. Children's understanding of how to keep themselves safe outdoors is promoted during role play. Children take turns to be the 'lollipop person' and tell others where they can cross the road safely.

Staff are enthusiastic and constantly give the children lots of praise for what they have achieved, and the children respond with big smiles. This is because staff are good in building children's confidence so that they feel valued. Additionally, the displays of the children's work and photographs of them showing the skills they have used, support their developing self-esteem and sense of belonging. Staff support children to work together and the setting has basic rules, such as sharing and taking turns. The setting has an effective behaviour policy and a named officer who is responsible for policy's implementation. Staff are skilful in the way they manage behaviour and, consequently, children behave well. This is because staff are consistent in their approach to good behaviour. For example, they reinforce turn taking and they explain to children that it cannot always be their turn. Staff are good role models in being polite to one another. These important personal skills in managing emotions and developing positive relationships support children well towards the next stage of their learning, such as school.

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

Staff have a good understanding of the safeguarding and welfare requirements. They confidently describe the signs and symptoms of abuse and know how to promptly refer any concerns about a child's well-being. All of the required checks are made to ensure that staff are suitable to work with children. This means that children are safe and secure in the setting. Management undertake comprehensive risk assessments indoors and outdoors and for all outings. They review these regularly to ensure that they meet the current needs of the children attending. The manager ensures that the required adult-to-staff ratios are maintained at all times. Security systems include fingerprint recognition and closed circuit television door entry. This helps to ensure that children are well protected from harm.

Management and staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. Staff observe children as they play and use this information effectively to guide and support children's continuous progress. This ensures that children quickly develop their confidence and means that all children are making good progress towards their next stage of learning. Management and staff conduct a thorough evaluation of practice, taking into account the views of parents obtained from daily discussion, meetings and questionnaires. Staff listen carefully to children and encourage them to express their likes and dislikes, during group discussions and everyday conversations. This helps staff to continually review and adapt their practice to meet children's needs. Staff welcome parents' involvement in their child's progression and ensure that they are fully included as often as possible. The accessible planning and learning journey records ensure that parents are always updated regarding children's activities and progress. In addition, staff provide parents with a daily diary. Each day this includes a picture of their child and the activities they have taken part in. This is accompanied by a verbal account of what the child has learned and how this relates to their learning priorities. This enables parents to continue children's learning at home.

The setting's evaluation takes into account the views of children, parents and staff, as well as ongoing support from the local authority. The manager and staff are highly committed to continuous professional development and attend regular and varied training courses, to enhance and update their knowledge and skills. There is a well-established programme of regular appraisals which ensures training needs are identified, the quality of teaching is monitored and under-performance is tackled effectively. Recommendations raised during the previous inspection have been met successfully to improve the quality of care and education of the children. Management and staff have also identified other areas of improvement through effective evaluation of the setting. There are good systems in place to sustain this improvement. This means that children are supported effectively to make good progress in their learning and development. Required documentation is well maintained. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, parents comment 'staff are really enthusiastic' and 'nothing is too much trouble'. Other comments include how caring and friendly staff are, how much their children enjoy attending and how well their children have progressed at the setting. Partnerships with external professional agencies, local schools and other

settings attended by the children are very strong and this helps to promote consistency of care and learning.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY376412
Local authority	Stoke on Trent
Inspection number	980102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	132
Name of provider	Honey Bears Day Nursery Limited
Date of previous inspection	26/04/2013
Telephone number	01782 814 300

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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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