

Honey Pot Day Nursery (Garston)

St. Francis Club, Earp Street, LIVERPOOL, L19 1RT

Inspection date

13/08/2014

Previous inspection date

11/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding because all staff have a superb understanding of how children learn. As a result, children are making excellent progress given their starting points.
- The nursery provides a warm, welcoming and highly stimulating environment. The enthusiastic and caring staff team ensure that excellent relationships with key persons are well established. This means that children are well supported and demonstrate a strong sense of security.
- Children and their families are highly valued and well-embedded partnerships with parents contribute significantly to the staff's knowledge of children's individual needs. As a result, all parents are able to fully contribute and be actively engaged in their children's learning.
- Leadership is exceptional. Robust management systems are in place based on focussed, in-depth evaluation of staff practice. This means that staff constantly seek to improve their already excellent understanding of how children learn and how to meet their individual needs.
- Staff have an exceptional understanding of their responsibilities and the procedure for protecting and keeping children safe. Staff implement robust safeguarding and child-protection procedures, which ensures that children are kept safe in the setting at all times.

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.

Inspection activities

- The inspector carried out a meeting with the management team. She verified staff qualifications and suitability and looked at a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the playrooms and in the outdoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector carried out a tour of the premises.
- The inspector took into account the views of the parents spoken to on the day.

Inspector

Alison Regan

Full report

Information about the setting

Honey Pot Day Nursery (Garston) was registered in 2009 on the Early Years Register. It is one of four nurseries run by a private provider situated in the Garston area of Liverpool. It operates from four playrooms and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including two with Early Years Professional status. The nursery is open Monday to Friday, 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 99 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 supports a 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:

- enhance the already excellent independence skills of younger children, by making all resources accessible, so that they are even better prepared for the next stage in their learning.

Inspection judgements

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

Practitioners have an excellent understanding of the Statutory framework for the Early Years Foundation Stage, which helps them to plan effectively around children's interests and abilities. Therefore, teaching continually challenges children, so they make rapid progress in their learning and development. Staff are highly skilled at interacting with children and provide excellent opportunities for them to explore their environment. All children's achievements are outstanding because teaching is purposeful, questions challenge children's thinking and practical activities focus keenly on their interests and stages of development.

The entire nursery is a hive of activity, with every child engrossed in their learning and demonstrating a great sense of belonging. They are curious learners from the time they eagerly arrive at nursery, to the time they leave. Babies play and explore, touching and feeling the texture of the flour. They enjoy using a variety of equipment to scoop and pour the flour into different sized containers. Staff are attentive to their needs and interact with babies well. They explore textures with children through a variety of inspiring resources and activities, both inside as well as in the garden. Staff are also skilled in extending activities to further challenge children's learning. For example, in the pre-school room, children enjoy experimenting with play dough and during a discussion on animals that live

under water, they create an underwater scene and staff skilfully ask open-ended questions to take children's learning further. Children then drew pictures of their favourite animals that lived underwater and practised their cutting skills as they cut around their creations. As a result, children quickly acquire the skills, attributes and dispositions they need for the next stage of their learning. Children have excellent opportunities to practise their early writing. For example, younger children use a selection of paint brushes and combs to make marks on large sheets of paper. Children have the opportunity to become imaginative and engage in role play with other children as they pretend to look for treasure. They listen excitedly to instructions and clues from the staff as to where the treasure may be hiding. Children demonstrate their skills in communication and language when singing favourite songs and rhymes, listening to stories, greeting visitors and expressing needs, such as asking to use the toilet. Physical skills are developed well in the setting. For example, children move confidently as they climb, slide, ride wheeled vehicles, dig, investigate their environment and engage in role play. Children freely move around the nursery, selecting those resources that interest them. The staff team, to expand and adapt to meet children's ever-changing interests, review the room layout and equipment regularly. This enables children to make informed decisions about where to find resources.

Observations and assessments are used exceptionally well, from identifying children's initial starting points to recording assessments for their progress checks, including the progress check for children aged between two and three years. Parents are fully involved in this assessment process. Practitioners observe and assess children's progress against each area of learning, which helps them to identify if there are any gaps or delay in their development. There are robust measures in place, which are managed by the graduate lead to check that staff observe and assess children correctly, so that accurate assessments are used to inform children's planning across the nursery. The records, which the staff complete for children going through to school, are highly valued by both the parents and the schools. Each child's learning journey is shared fully with the parents and it is used highly effectively in the process of meeting their child's individual needs. Staff complete extremely informative learning journeys for each child, which are shared with parents regularly. Parents have opportunities to talk to their child's key person at the beginning and end of every session.

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

The key-person system is exceptionally well embedded into the daily routine and ethos of the nursery. All staff have detailed knowledge of their key children, their interests and abilities and their planned next steps. As a result, children do extremely well because the staff put them at the heart of what they do. Very effective settling-in procedures means that the staff, children and their families get to know each other tremendously well. When babies and toddlers move from their playroom, their feelings of security are a priority. They first visit for short periods with their key person and spend time establishing a positive relationship with their new key person. Therefore, when they are ready to make the move, they are settled, confident and ready for the next stage in their learning. Staff have forged close links with all schools the children move to and use their extensive knowledge to prepare the children and parents for the move. Daily routines within the nursery enable children to begin to develop their personal independence, learning to dress

themselves and use the toilet independently. Children wash their hands before and after eating. Nappy changing and toilet training routines are highly effective in helping children to progress in their personal development. As a result, children are learning fully about the importance of personal care routines. When they feel tired, children rest in cosy areas or sit quietly with their key person to enjoy a favourite book or listen to music.

Mealtimes are a valued social occasion where the children sit in small groups and engage in conversations with staff and friends. Meals are freshly prepared in the nursery kitchen by a qualified cook. Children feel exceptionally safe and secure as they move freely within the nursery. Staff are vigilant and promote children's safety through highly effective routines and procedures. For example, they remind children not to run indoors and encourage them to help tidy up and clean up any spillages. Children benefit from staff being positive role models as behaviour is exceptionally well managed. Staff role model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is exceptional. This ethos is consistent throughout the nursery, resulting in all children making progress in personal, social and emotional development.

The indoor and outdoor environment is highly stimulating and provides children with a wealth of resources to capture children's interests and meets their need for physical, social and emotional development. In the pre-school room, equipment is developmentally age appropriate and organised in a way which encourages children to access toys independently. However, younger children are sometimes restricted in their learning as they are not able to choose all their toys independently. On occasions, they have to seek help from staff to access some toys from the high shelf. Displays are stimulating and show children's work and photographs of them taking part in fun activities or interacting with their friends. The environment outside also provides a wealth of opportunities for communication and language development, mathematics and understanding the world. For example, children explore wet and dry sand, enjoy water play, search for mini-beasts and sit under the pagoda to listen for outdoor noises. They help each other to stay safe and are able to freely express their interest as they carefully climb, run and jump within the spacious area. When investigating, children are reminded to handle worms gently as they learn to care for the animals around them. They enjoy the daily visit to the chicken coup, where they collect the freshly laid eggs. The forest school provides children with opportunities to learn bush crafts, such as making dens and camp fires. Children are closely supervised in the forest school and learn how to take risks in a safe environment. As a result, they make superb progress in personal, social and emotional development.

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

The leadership and management of the nursery are exceptional. Safeguarding is given a very high priority. All staff are very aware of the procedures to follow to keep children safe at all times. The manager and deputy have undertaken designated person training and fully understand their responsibilities in meeting the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive policies and procedures are in place and effectively followed by all staff.

Furthermore a robust whistle-blowing procedure supports staff and gives clear guidance about what to do and where to go, in confidence, to protect children and themselves. The manager has implemented excellent systems to provide high quality supervision, training and guidance to support all staff. Staff are well qualified and all staff are encouraged to attend training to enhance children's learning. Outstanding teamwork, led by the management team, is instrumental in driving the nursery forward to promote children's safety. Extremely rigorous procedures are in place for recruitment and induction, ensuring that staff have a clear understanding of what is expected of them. All staff have had their suitability to work with children checked. New staff are provided with an in-depth and detailed induction programme and all staff receive one-to-one supervision as well as yearly appraisals. Peer observations are used to celebrate the excellent work that the staff do, as well as for identifying areas for improvement.

The manager meticulously monitors staff performance and the quality of teaching. As a result, staff are enthusiastic and motivated to provide excellent care, learning and development opportunities for all the children. Staff show an inspiring commitment to providing the best service they can and they take great pride in their work. For example, staff in the baby room, demonstrate an expert knowledge of safe sleeping for babies and this knowledge is also shared with parents. The manager also demonstrates a very strong commitment to providing high quality childcare. She is highly reflective and is clear about her responsibilities in meeting the learning and development requirements. All activities are evaluated thoroughly for effectiveness and changes are made to further extend and capture the children's interest. Thorough monitoring procedures to track children's progress are in place, enabling staff to identify any weaknesses or particular groups of children needing additional planning. Consequently, gaps in achievement between various groups of children are narrowing significantly.

Managers and practitioners have embraced the culture of self-evaluation and their high aspirations ensure continued improvements take place. Future aims are detailed in comprehensive development plans for the nursery. Parents, staff and children contribute significantly to the quality of the nursery through self-evaluation processes. The staff work exceptionally well in partnership with a very wide range of external agencies and professionals to meet the needs of all children. Well-targeted strategies are in place to support all children. Everyone is fully included in nursery life. Particularly strong and purposeful relationships are forged with parents. The Parents and Practitioners Association meetings, which are led regularly, provide all parents with an opportunity to become involved in the nursery community as well as meet with other parents. Parents' evenings are well attended and valued by all. Parents comment that they are very happy with the nursery and value the support and guidance offered from the key person and the management team to ensure that their child is happy and making progress.

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. 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	EY392111
Local authority	Liverpool
Inspection number	873984
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	99
Name of provider	Honey Pot Nursery Ltd
Date of previous inspection	11/11/2009
Telephone number	0151 494 2636

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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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