

Honey Tots Day Nursery

Redeem Christian Centre, 21-23 Stokes Croft, BRISTOL, BS1 3PY

Inspection date

29/09/2014

Previous inspection date

07/08/2012

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

- Teaching is good in the nursery. Staff plan an interesting range of activities that promote children's learning effectively so that they make good progress.
- Children's communication and language skills are given high priority; lots of opportunities are available for them to develop their skills.
- Children are safe, because staff understand and implement very effective policies and procedures and have a good knowledge of child protection.
- The manager leads the staff team well. Effective self-evaluation systems are in place to drive continual improvement on outcomes for children.

It is not yet outstanding because

- Children do not always have opportunities to write for a purpose during imaginary play.
- Opportunities are missed for children to gain independence at snack time as staff carry out tasks for children that they could do for themselves.

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 observed activities in the main playroom and the outside play area.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector invited the manager to undertake a joint observation.
- The inspector took account of the views of parents and carers and children spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Honey Tots Day Nursery registered in 2010 and is privately owned by the provider, the Redeemed Christian Church of God. Honey Tots Day Nursery operates from two rooms and associated facilities within the Redeemed Christian Church of God, Stokes Croft, Bristol. Children have access to an outside play area. The nursery offers care to children living in and those whose parents work in the area. The nursery is registered on the Early Years Register. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery receives funding for free early education for children aged three and four years. There are 14 children on roll within the early years age range. The nursery supports children who learn English as an additional language. The nursery employs eight members of staff, including bank staff; of these five staff have qualifications in childcare to at least level 3 and three staff are working towards a level 3 qualification.

What the setting needs to do to improve further

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

- extend the range of opportunities that encourage children to write for a purpose during imaginary play and in the role-play areas
- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves.

Inspection judgements

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

The quality of teaching is good. Staff know the children well and clearly understand how to maintain their concentration and enthusiasm for learning. The good teaching strategies and the keenness of the children to take part in activities contribute to them making good progress towards the early learning goals. Staff work closely with parents and carers to gather detailed information about children's background, needs and starting points before they begin at nursery. This helps to support children to settle quickly. Staff then make regular observations of children's achievements and use these effectively to plan activities that challenge children and build on their next steps in learning. This process means that all next steps for children's learning are precisely focused. As a result, children make good progress and are enthusiastic in their play and learning. Staff demonstrate a strong knowledge of the children that are in their key groups and record clear information to inform children's progress checks at age two. They regularly talk to parents about their children's progress and provide various ideas for parents to support and extend children's learning at home and in the nursery. Therefore, parents are well informed of their child's

progress.

Children have good opportunities to practise and extend their communication and language skills. Staff listen attentively to them and use open-ended questions, allowing time for children to respond. For example, children enjoyed listening to favourite stories and staff skilfully captured and maintained their attention. Staff used expression in their voices and invited children to look at the pictures in the book to predict what might happen next. Children chatted happily together, both with staff and their peers, and shared familiar and imaginary experiences. For example, children talked with staff about how they had caught a bus at the weekend to go shopping and discussed the different fruits that they purchased while at the shops. Families with English as an additional language are supported well and their home language and culture is valued within the nursery. For example, staff have learned some key Polish words which they used to support children as they played alongside them. As a result, children develop a sense of belonging and make good progress in English.

Friendships are evident between many of the children, and older children eagerly invite others to join in their play. Children are confident and make choices about their play. Children have opportunities to make marks and be creative, for example, they were observed to draw with a selection of colours and glued different size shapes onto their pictures. Children used their imagination and acted out familiar experiences as they pretended to take food orders and make meals in the role-play kitchen. However, the role-play area was not always used to best effect. Children playing in this area do not always have access to resources that encourage them to write for a purpose. For example, during the inspection there were no notepads, clipboards or pencils in the role play area, items that children can use to make lists spontaneously and to further ignite their imagination as they play. Staff helped the children develop secure mathematical skills. For example, they instigated counting frequently and used a number line outdoors in a fun and skilful way, to encourage the recognition of numerals and the correct sequencing of numbers. Children developed a good understanding of shape, space, size and colour. For example, children made towers with the construction blocks, telling staff which is taller, and compared the sizes of them. Consequently, children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

Children participate in outdoor play on a daily basis. They visit the local parks, shops and more recently the local zoo. Additionally, children regularly go on listening walks across the playing fields. There are very good displays within the nursery of children involved in activities, children's creative work, different cultures and flags and different festivals that specific countries celebrate. These help children learn about the world around them and the local community in which they live.

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

Staff support children's well-being effectively because the key person system works very well throughout the nursery. Children are placed with the key person whom they respond to and strong, nurturing relationships between staff and children are evident. This also

reassures parents as children's needs are discussed in detail with the key person, so that staff get to know children's individual characters and interests. Staff acted as good role models and encouraged children to be polite and caring towards each other. Children learned to share and take turns in their games, helping them to build strong relationships with others in preparation for going to school. Children begin to understand the rules and boundaries, such as helping to tidy up. Children demonstrate good manners, saying 'Please,' 'Thank you' and 'Excuse me'. Staff respond to children's needs, such as when children needed additional guidance or to be redirected in their play. This includes the occasional prompt by staff about sharing and taking turns. Consequently, children's behaviour is positive because they are secure in their relationships with the staff.

Children are developing their personal care skills very well, such as getting their shoes and coats on before going outdoors or washing their hands before their snack and lunch. This fosters their understanding of being healthy and caring for themselves very well. Children are able to develop their understanding of keeping safe through their play. For example, staff involve them in evacuation drills so they become aware of what to do in an emergency and talk to children about road safety to further extend children's understanding of keeping safe. Opportunities for children to play outdoors that promote their physical development and well-being are good and are available throughout the day. For example, children had a variety of activities to engage with outdoors and raced around on tricycles, negotiating space and obstacles. As a result, children delighted in learning how to coordinate their feet and legs as they attempted to pedal tricycles. Consequently, children develop a good awareness of staying safe.

Children have freshly cooked meals and snacks that are nutritionally balanced and healthy. All children join for meal times and this gives a family feel to the social interaction. Such opportunities help children to make friendships and build relationships while feeling secure in the relaxed atmosphere. However, opportunities were missed to enable children to gain independence and carry out some tasks for themselves. For example, children were not able to prepare and serve their own meals or drinks as staff did this for them.

There are good partnerships in place with local schools and the local children's centre. Teachers from local schools are welcomed into the nursery to observe children in the nursery environment where children are confident and comfortable. This helps to ensure that children's move between nursery and their school is a positive experience.

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

Leadership and management of the nursery are good. All staff have attended safeguarding training and have a secure knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. The provider has well-written policies and procedures in place, which staff are made aware of and this includes the role of the staff member who takes the lead responsibility for safeguarding. The provider has implemented robust recruitment and selection procedures, for example, induction periods and completion of checks pertaining to staff suitability have been carried out. This helps to

ensure that staff are suitable for their roles. Staff give high priority to maintaining a safe environment for children to play and learn. They are vigilant in carrying out daily checks on all areas of the nursery and taking effective action to minimise any risks. Consequently, safeguarding is good because staff fully understand their responsibility to meet the safeguarding and welfare requirements.

The manager and staff have reflected on and continuously monitor the already good implementation of the learning and development requirements. The manager makes regular observations of staff's practice and empowers them to reflect on how they can improve this. Formal supervision sessions are held for all staff throughout the year. These enable staff to reflect on their personal development and to discuss and plan any training needs. The manager makes regular checks of children's learning records to help ensure staff are using their observations to assess and consistently monitor children's progress. Reflective practice is ongoing at all levels and effectively used to review and improve practice. Self-evaluation routinely takes into account the views of the provider, parents and staff. The provider has actively sought parents' views through daily verbal discussions and questionnaires. In addition, staff have discussed with children what activities they enjoy and observed their reactions to experiences. This helps to ensure that children are making consistent progress, relevant to their individual needs and abilities, through ongoing focused observations and assessments.

Parents speak highly of the nursery and regard the staff as 'very knowledgeable and informative'. They appreciate how well staff adapt to children's routines and say their children love to come to the nursery. The manager and staff have forged valuable links with external agencies including, local schools, family support teams, children's centre staff, physiotherapists, and speech and language therapists. This valuable support network has provided a highly effective backbone of care around the child which can be called upon by staff when necessary.

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	EY417700
Local authority	Bristol City
Inspection number	985961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	14
Name of provider	Redeemed Christian Church of God Glory of God Parish
Date of previous inspection	07/08/2012
Telephone number	0117 924 3100

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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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