

Honey Pot Day Nursery (The)

Hill Top, Breadsall, Derby, Derbyshire, DE21 4TJ

Inspection date	03/10/2014
Previous inspection date	09/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 happy, settled and growing in self-assurance because of the strong relationships they have with their key person. Good emotional support is given at all times.
- The manager and staff have a very good understanding of safeguarding matters and they consistently refresh their knowledge to ensure children are kept safe at all times.
- Positive relationships with parents and carers are developed through frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.

It is not yet good because

- Staff's teaching in the toddler room requires improvement because some staff do not always effectively interact or support children's language skills, so that they make good progress in their development.
- Management do not always monitor teaching well enough to help all children make the best progress.
- Staff do not always provide enough resources to support children's all-round development when they are playing outside.

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 activities in all playrooms and the outdoor learning environment.
- The inspector held discussions with the manager and spoke to the deputy, staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's evaluation form.

Inspector

Janice Hughes

Full report

Information about the setting

The Honey Pot Day Nursery opened in 1999 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated in Breadsall on the outskirts of Derby City centre. The nursery serves families from the local and surrounding area. The nursery is open each weekday, from 8am to 6pm, all year round, with the exception of Bank Holidays and the week between Christmas and New Year. There are two outdoor areas which consist of two acres of grounds, including play areas, nature trails, orchard, vegetable garden, woodlands and a separate enclosed play area. There are currently 82 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently supports children who speak English as an additional language. There are eight members of staff who work directly with the children, all of whom hold an appropriate early years qualifications to Level 3. One member of staff holds an Early Years Professional Status and an honours degree in early years childcare. The nursery receives support from a member of staff from the local authority.

What the setting needs to do to improve further

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

- ensure teaching is consistently good throughout the nursery, so that children's communication skills are better supported and built on, for example, through staff asking questions and holding purposeful conversations that encourage children to think and talk more about what they are doing.

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

- strengthen the monitoring procedures to ensure all staff provide effective teaching for children in order to better support their individual learning
- improve the range of resources children can use when playing outside, so that these support all areas of learning, particularly for those children who learn better outside.

Inspection judgements

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

Staff create a warm and welcoming environment and provide children with gentle and caring support to aid their learning most of the time. This has a positive impact on how well children settle and how happy they are in the nursery. Staff gather relevant

information from parents, which includes children's preferences and capabilities. They effectively use this information to consider children's starting points and how to plan for their future learning needs. As a result, staff can provide activities that are of interest to the children. Consequently, children settle quickly into nursery life. Most staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They know the children well and have an understanding of their next steps in learning. They observe children while they play and plan appropriately for children's individual needs. As a result, most children are provided with activities that help to increase their learning. Key persons use assessment procedures to sufficiently identify any gaps in children's learning. They have successfully completed the progress check for children between the ages of two and three years as part of children's assessment, and this is shared with parents. Parents are welcomed and valued and make rich contributions to children's learning. Staff use a number of successful ideas to encourage all parents to take part in their children's learning, both in the nursery and at home. For example, this is achieved through parent consultation evenings, constant discussions about children's achievements and suggestions for activities to carry out at home. This two-way communication helps to provide continuity in children's learning. Children who speak English as an additional language play alongside their friends and make satisfactory progress given their starting points. For example, staff use visual picture cards and a visual time table to help them communicate more easily and make up games to help them learn English. Staff also adapt their interactions to support these children's individual needs and enable them to join in activities.

In some instances the quality of teaching is good. However, this is not consistent throughout the nursery. Consequently, children make satisfactory progress overall. In the pre-school room, staff are led by an enthusiastic and committed member of staff who continually strives to provide the highest levels of guidance and support to children and their families. This teaching practice is purposeful and developmentally appropriate. Staff's expert knowledge of the areas of learning and their clear understanding of how children learn ensures pre-school children have rich, varied and imaginative experiences. For example, children thoroughly enjoy building things using the construction toys. They connect different sized bricks together, which helps develop their handling skills. Staff extend this learning very well by introducing imaginary games into the learning. As a result, children talk about making pirate ships, castles and houses. Children are inspired by this and show they are effective and active learners. Their communication and language skills are supported well here and staff skilfully use what, where and why questions to encourage children to describe their creations. For example, staff talk about the mast and the sails and the creatures beneath the pirate ship to help children widen their vocabulary. Consequently, the children in the pre-school are acquiring the necessary skills for their future learning. Staff in the baby room provide a relaxed atmosphere and activities that stimulate their natural interest and curiosity in the things they see, hear and touch. For example, babies play with treasure baskets which help develop their sensory development and their exploration skills. Most importantly, staff provide babies with appropriate levels of individual support, using soft words and positive body language. This encourages children to respond with their own attempts to communicate. However, teaching in the toddlers room requires improvement because some staff do not interact or use communication skills well enough to inspire or motivate the children sufficiently.

Staff promote children's mathematical skills generally well. Both older and younger children have opportunities to count while they play and, subsequently, use mathematical language, such as 'bigger', while they build towers. Staff plan activities and provide toys to help children learn about shape, space and measurements. For example, children sort and compare the weight of objects, and fill and empty containers while playing in the sand. This helps them to compare the size and to problem solve. Children enjoy using books and have opportunities to freely access these from inviting cosy areas. They sit and turn pages carefully and talk about the pictures they can see. Staff generally expand this learning well and read stories using props and puppets. Children listen, concentrate and join in, predicting the end of the story. This is developed further as children sing popular rhyming songs. These activities support children's literacy skills and, therefore, begin to enhance the necessary skills needed in readiness for school. Toddlers use and feel paint, they let it fall through their fingers and show delight as they make marks and patterns. Staff extend this generally well by demonstrating drawing and patterns for the children to see. These opportunities also enable children to express their feelings and explore different materials. Children love being outdoors and regularly play in the garden. They are motivated and engaged in their play and staff fully extend children's physical skills as they run, jump, climb, slide and use equipment appropriately. Children learn about the natural world during nature walks. For example, they hunt for mini beasts, listen to birds, gather leaves and enjoy exploring the woodland area. However, staff do not always plan for children to fully make the most of their learning experiences during outdoor play.

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

Children form very strong relationships with their key person, who supports their care extremely well at all times. Staff welcome children warmly on their arrival at the nursery and they give cuddles which comfort children when they are unsettled. The settling-in period is tailored to children's individual needs, and staff allow additional time for them to grow familiar with the nursery. Staff take account of parents' requests when providing care for children. For example, they discuss babies' sleeping times and children's eating habits, and make sure these are followed. Therefore, children experience a smooth move from home to the nursery and benefit from continuity in their care. The changeover from one room to another is managed very well as children move up through the nursery. Key persons spend time in new rooms with children, allowing them to feel at ease. Consequently, they form new relationships easily as they learn to play with older children. This interaction with others helps children to develop social skills that prepare them for their move on to other settings, including school. Staff effectively meet the children's care routines and respond promptly if they need support. Therefore, children feel valued and are emotionally secure in the nursery. A good key-person system is in place and staff quickly build up secure relationships with children. When children speak English as an additional language, staff find out key words in the child's home language and use these alongside English to support children's communication needs.

The indoor learning environment is stimulating and promotes learning well. Children choose from a wide range of age-appropriate resources and play materials and, therefore, learn across all areas when playing inside. Overall, resources are of a high quality. Staff

have created imaginative displays of children's art and craft work, demonstrating they value children's achievements. For example, there is a black and white display in the baby room to help the youngest children learn to focus and become curious. Delightful autumn displays in other rooms help the older children to consider and explore the changing seasons. Staff also display photographs of each child and their family, so that they feel a sense of belonging. In addition, staff are very friendly and approachable. They make sure that they talk to children at eye level, and use calm and encouraging language to remind children to behave appropriately. For example, most children show that they understand the need to wait or take turns when playing with favourite resources, such as cause and effect toys. Staff are constantly praising children's efforts and achievements to help develop children's self-esteem and confidence. Children show they are confident as they move around their care rooms, and pre-school aged children feel free to request assistance when they need it. Staff deploy themselves very well, so that they can supervise children's safety while allowing children to learn to manage risks for themselves. For example, staff stay close as children use the climbing frame and talk to them about how they are climbing safely. Children's growing independence is consistently promoted well throughout activities. For instance, pre-school children skilfully and independently put on their shoes and coats to go outside and help to serve themselves and pour their own drinks at lunch time. All children choose what and who they play with and can access what they want to play with.

Children's good health is promoted very well. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. A high quality security door locking system means only authorised people can enter the building or the rooms. Staff make sure children remain safe in the nursery. For example, staff talk to them about being careful when running around outdoors, and all children take part in regular fire drills, so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children benefit from snacks and meals that are healthy and nutritious and take into account their dietary needs. For example, they are given fresh fruit with milk or water each day. At lunch time, children enjoy home-made meals, such as baked moussaka and couscous followed by fruit and yoghurt. Mealtimes are well organised, social occasions where most staff sit with children and promote their social skills through conversation. Staff talk of favourite vegetables and the benefits of drinking water and pre-school children join in the conversation to show they understand the benefits of eating the healthy foods which are served daily. Children also plant and grow their own fruit and vegetables. This helps them to understand where food comes from. Staff help children learn about the importance of exercise on their bodies through daily outside play, dancing sessions and role play. For example, as children run quickly around the garden, they learn about the effect exercise has on their heart and recognise that it beats faster.

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

The manager has a secure understanding of her role and responsibilities with regard to the safeguarding and welfare requirements for the Early Years Foundation Stage. The manager and her team have a good understanding of safeguarding children. All staff have attended safeguarding training. They demonstrate well what they would do if there were any concerns about a child in their care, and how to report an allegation made about a member of staff. All staff have an understanding of child abuse and can show they understand the signs to look for. This means they can protect children from harm at all times. Rigorous recruitment and induction procedures ensure adults are suitable to work with children and ongoing suitability is regularly checked through discussion. Risk assessments of the premises and for outings ensure children are kept safe at all times. All records required for the smooth running of the nursery and to meet the individual needs of children are available. All legal documentation is appropriately applied. For example, attendance, accident and medications records are completed accurately. Policies and procedures are in place and shared with staff and parents to ensure that all are aware of the expectations of the nursery and the relevant procedures to promote children's safety.

The manager is suitably aware of the nursery's strengths and areas in need of further development. A suitable self-evaluation of the nursery is in place, in order to identify further priorities for development and improve the quality of care for children. For example, an action plan highlights improvements of introducing a play and stay session and refining how children's learning is planned. The manager understands the importance of building on staff's skills in order to ensure all children make progress during their time at the nursery. Staff supervisions and appraisals provide support and training for staff to help improve the learning and care for children. Processes for monitoring and evaluating the nursery's practice are in place. However, these are not effective enough to highlight the inconsistencies in the quality of teaching. Consequently, this has led to some children not being fully challenged and, subsequently, so not all children make consistently good progress.

The manager and staff are committed to working in partnership with parents and seek their views in a variety of ways to further enhance practice. This is achieved through use of daily discussions, meetings and questionnaires. Partnership with parents is strong. Parents receive a wide range of information about the nursery. A prospectus includes activities offered under the Early Years Foundation Stage to help raise parents' awareness of what is being taught. Copies of policies and information about the organisation of the nursery are displayed on the parents' board. Parents get to know about events and changes in the nursery through regular newsletters. Parents say they are highly satisfied with the service they receive and children's happiness when at nursery. The manager works equally well with other professionals who offer support for the benefit of children. In the event of any concerns about a child's development, staff liaise with parents and external agencies to share information and take steps to address this at an early stage. As a result, staff are able to call on any additional support they need for the children in their care.

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	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	206264
Local authority	Derbyshire
Inspection number	865411
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	82
Name of provider	Suzanne Miskow
Date of previous inspection	09/06/2010
Telephone number	01332 830473

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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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