

Honeysuckle Day Nursery Limited

Stantons, Church Lane, Reading, RG2 9BY



Inspection date

Previous inspection date

10 March 2015

9 April 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not yet consistently good and systems to evaluate and monitor this are still in the early stages of implementation.
- Information about children's learning and development is not always shared effectively between the nursery and parents.
- Not all staff have attended recent suitable safeguarding training.
- Opportunities to promote independence and, therefore, help children be well-prepared for school are sometimes missed.

It has the following strengths

- The nursery environment is colourful and displays of photographs of the children, their families and staff enhance the homely atmosphere, which is appreciated by parents and children.
- Children's individual care needs are met well.
- Staff are encouraged to attend training opportunities and the number of qualified staff in the nursery has increased.
- The manager is well-qualified, capable and keen to drive further improvements

What the setting needs to do to improve further

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

- ensure that all staff attend suitable safeguarding training.

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

- ensure that assessments of children's skills, knowledge and understanding are precise and accurate in order to identify any potential gaps in their learning and that this information is regularly and routinely shared with parents
- ensure that leaders implement the newly developed systems to monitor the quality of teaching so that any staff training needs are identified and teaching is consistently good
- increase older children's opportunities to develop their independence and self-care skills in preparation for school.

Inspection activities

- The inspector observed the provision for children's learning and evaluated the quality of teaching.
- The inspector talked to staff about the nursery's policies and procedures, particularly those associated with keeping children safe and children's learning.
- The inspector gathered the views of parents available on the day of inspection.
- The inspector held meetings with the nursery manager and deputy manager.
- The inspector sampled a range of documentation, including training and suitability records and children's learning journeys.

Inspector

Penny Fisher

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The atmosphere in the nursery is warm and homely. Good settling-in procedures ensure there is sensitive support for parents and children when they first attend. Children have access to a good range of resources, especially indoors. Staff talk and play with babies and children throughout the day but the quality of teaching is variable. Some ask open-ended questions and allow children time to think things through, but others do not have such a good understanding of how children learn. There are plenty of opportunities for children to play and explore. For example, the youngest children relish investigating paint and older children dig in the garden and find 'big daddy worms'. Observations and assessments of children are carried out regularly, but these are not consistently accurate enough to identify potential gaps in children's learning and ensure all children make good progress. Good information is regularly shared regarding the children's care needs. However, this is not always the case regarding their learning and development. For example, the children's learning journeys do not contain contributions from parents.

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

Relationships between children and staff are caring and respectful. Babies' needs are well met because good information is gathered from parents regarding their individual routines. Children generally behave well. Staff support them in understanding how to manage their feelings and help build their confidence. Children eat healthy, fresh food. However, opportunities to further develop children's independence and self-care skills are missed during mealtimes. Children and babies play in the large outdoor learning space every day. Children in the pre-school room can access this at any time, which benefits their physical development. Staff teach children about safety, for example, when walking in front of the swings. The premises are very secure. All staff have read the nursery's procedures and know to report any concerns about children's welfare. However, not all have attended suitable training to ensure they are up to date with safeguarding issues. Those responsible for leading safeguarding are appropriately trained.

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

The management team has worked hard to bring about improvements since the last inspection. However, high staff turnover has hampered the pace of this work in some areas, such as the effectiveness of the key worker system. In the pre-school room, children now have frequent opportunities to develop their pre-reading skills. These adult-led group sessions engage the older children fully and they make good progress. Some of the younger children do not join in and their attention wanders. The educational programme is broad and covers all the areas of learning sufficiently. New systems to monitor the effectiveness of teaching and link this to regular supervision, staff targets and annual appraisals have been introduced. It is too soon for these to have made a positive difference to the quality of teaching.

Setting details

Unique reference number	EY468031
Local authority	Wokingham
Inspection number	1007593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	101
Name of provider	Honeysuckle Day Nursery Limited
Date of previous inspection	9 April 2014
Telephone number	07748307030

Honeysuckle Day Nursery registered in 2013. A private organisation owns the nursery. The nursery is in Shinfield, near Reading, Berkshire. It operates from converted premises and children are cared for on the ground and first floor in three rooms, which accommodate children in age groups. Children have access to a garden for outdoor play. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 20 staff members, 16 of whom hold appropriate early years qualifications. The manager holds a BA Honours in Education.

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