

# The Honey Pot Private Day Nursery (Burton Joyce) Ltd

2 Nottingham Road, Burton Joyce, NOTTINGHAM, NG14 5AE



## Inspection date

12 March 2015

Previous inspection date

9 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Babies and children make good progress in their learning because teaching is consistently good and some practice is outstanding.
- Parents are involved in their children's learning and development because the nursery uses engaging strategies to support this.
- Practitioners know how to safeguard children because they receive good training. Managers ensure that practitioners consistently implement policies and procedures that promote children's welfare.
- Leadership and management are strong. The management and practitioners are highly motivated to develop the nursery to continue to improve the outcomes for children's learning and well-being.

### It is not yet outstanding because:

- Group times, that are adult-led, are occasionally too long and the size of the group is too big. As a result, some children find it difficult to remain focussed.
- Practitioners are not always provided with the opportunity to observe and share each other's good practice. This means practitioners are not fully supported to improve teaching to the highest quality, so that children reach the highest levels of achievement possible.

## **What the setting needs to do to improve further**

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

- enhance the organisation of group time by reducing the size of the group and the length of the session, so that all children are able to remain focussed
- build on the arrangements for monitoring and developing practitioners' practice by, for example, putting in place opportunities for peer observation, so that good practice is continually shared.

### **Inspection activities**

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the managers at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held joint observations with the manager.
- The inspector took into account the views of parents spoken to on the day.

### **Inspector**

Dawn Larkin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners use their qualifications and experience in early years to provide babies and children with very good learning opportunities. Planning and assessment are focused on children's individual needs. As a result, children develop the skills they need for starting school. Practitioners provide babies and children with many opportunities to experience sensory play. This supports them to explore and investigate the properties of the different materials. Practitioners interact effectively because they observe and carefully listen to children. For example, when toddlers are playing with cardboard boxes and start to rock the box, practitioners know toddlers want to sing a favourite nursery rhyme. Children's personal, social and emotional development are generally developing very well because practitioners provide children with many opportunities to become confident and independent learners. However, on occasions, group times do not always fully encourage children's concentration skills. This is because the session time is too long and children find it difficult to remain focused. Additionally, the group is too large, and this does not enable children to be as actively involved in their learning as possible.

### **The contribution of the early years provision to the well-being of children is good**

Babies and children settle quickly and form close attachments with the practitioners at this friendly nursery. Children's behaviour is good because they receive gentle reminders about behavioural expectations from practitioners. This is shared with parents to maintain a cohesive approach. The nursery uses a number of highly successful strategies to support children to be ready for the move to school. These include photograph books of their new classroom, school uniforms to dress up in and good links with the local schools. A healthy lifestyle is encouraged by the nursery. Babies and children are active and eat healthy meals and snacks. They enjoy lots of walks in the local environment and visitors are invited into the nursery. This helps children understand about the world around them and historical events. For example, a local retired serviceman spoke to the children about his experiences working for the Armed Forces and the importance of Remembrance Day.

### **The effectiveness of the leadership and management of the early years provision is good**

The nursery is led by a management team who are passionate and committed to providing high quality care and education for children. They have a good understanding and effectively implement the requirements of the Early Years Foundation Stage. Robust recruitment procedures are in place. This ensures all practitioners are suitable to work with children. Educational programmes are regularly reviewed. Any gaps in the provision are quickly identified and action taken. Practitioners are generally well supported through a good system of supervision. They are encouraged to attend relevant courses to enhance the provision for children. However, practitioners are not given regular time to observe and share each other's high-quality teaching practice. This means they are not able to share, evaluate and improve teaching and learning to the highest standards.

## Setting details

<b>Unique reference number</b>	EY408810
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	850945
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	70
<b>Name of provider</b>	The Honey Pot Private Day Nursery(Burton Joyce) Ltd
<b>Date of previous inspection</b>	9 November 2010
<b>Telephone number</b>	0115 931 4411

The Honey Pot Private Day Nursery was registered in 2010. It is privately owned. The nursery employs 12 members of childcare staff. All of whom hold appropriate early years qualifications; one has an early years qualification at level 6, one at level 4 and 10 at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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