

The Honey Pots Day Nursery

55 Newhall Road, SWADLINCOTE, Derbyshire, DE11 0BD



Inspection date

Previous inspection date

21 April 2015

4 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- All leaders, managers and staff have a strong focus on safeguarding and supporting children's welfare. As a result, children are cared for safely and they are learning the importance of leading a healthy lifestyle.
- Overall, staff demonstrate high expectations for children's learning. The key persons work closely with parents to observe and assess the good progress children are making and where they need support.
- Children particularly enjoy exploring the world around them both indoors and outside. All children are engaged in their learning and demonstrate perseverance when they choose to do something.
- Children are supported by staff to embrace the challenge of moving from home into the nursery and between playrooms. As a result, children settle well and their well-being is promoted effectively.

It is not yet outstanding because:

- Some staff do not make the most of all opportunities to encourage the pre-school children to think and find ways to solve a problem.
- Some staff working with pre-school children, are less confident about the decisions made by the key person to enhance children's learning. As a result, some pre-school children, are not consistently supported to maintain the highest levels of achievement.

What the setting needs to do to improve further

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

- make the most of all opportunities to support the pre-school children to think for themselves and explore different ways to solve a problem
- improve the sharing of the pre-school children's learning priorities between key persons and the staff team, so that everyone is confident and consistently supports all pre-school children to maintain the highest levels of achievement.

Inspection activities

- The inspector observed the quality of teaching both inside and outdoors, and the impact this has on children's learning. The inspector also completed a joint observation with the nursery manager.
- The inspector held discussions with the provider and nursery manager. The inspector also spoke to some of the staff and children present on the day of inspection.
- The inspector looked at relevant documentation, such as the children's observation, assessment and planning records, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents provided on the day of inspection and those recorded as part of the self-evaluation process.

Inspector

Dianne Adams

Inspection findings

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

Teaching is consistently good. The well-qualified staff regularly exchange information with parents about children's learning. This contributes to accurate assessments. Consequently, children make good progress in their learning and are well prepared for school. However, information about children's learning priorities, is not consistently understood by all staff working with the pre-school children. All children enjoy their learning. Young children develop skills in literacy as they select their favourite story books to read. Staff skilfully use this interest to encourage them to make marks on paper and to count. All children confidently use language to interact with staff. Young children speak clearly as they talk about the sunny weather and confidently ask staff if they are warm. Pre-school children choose when to play outdoors and use resources for different purposes. They develop skills in mathematics as they use a measuring tape to calculate how far a hoop travels when rolled. Pre-school children imaginatively paint pictures on the wall using brushes and persevere as they throw a ball into a net. All staff tune into these interests. However, some staff do not encourage pre-school children to think how to solve problems, such as the net falling over. Staff provide babies with ample opportunities to develop their physical skills. They carefully position resources and furniture to encourage babies to reach out and explore. Consequently, babies are motivated to crawl, stand and walk.

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

Staff effectively promote children's emotional and physical well-being. They take time to build the confidence of parents and children as they enter the nursery. Consequently, children settle well and develop strong relationships. This caring and nurturing practice continues as children move from one playroom to another and then onto school. All children demonstrate they feel safe and secure. Young children particularly enjoy hugs and re-assurance from staff when feeling tired or unsure. All children are learning how to behaviour and respect others through sensitive reminders provided by staff. They have ample opportunities to enjoy a healthy lifestyle. Meals are nutritious and freshly made. Staff use this time to encourage pre-school children to independently and safely serve themselves food. Alternatives are provided to meet children's specific dietary needs.

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

Managers monitor the quality of teaching and children's learning well. They provide staff with regular supervision and tailor support and training to identified areas of improvement. Under-performance is tackled swiftly and staff share ideas and good practice to drive continual improvement. As a result, all staff have a strong understanding of how to promote children's learning and keep them safe. All staff have embraced the recent changes made. They have managed the revised systems to observe, assess and plan for children's learning and the re-deployment of some staff well. They are all motivated to do their best for the parents and children attending. The views of parents are sought and valued. They comment on the good progress made in the last 12 months.

Setting details

Unique reference number	EY442478
Local authority	Derbyshire
Inspection number	1010983
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	48
Number of children on roll	79
Name of provider	The Honey Pots Day Nursery Limited
Date of previous inspection	4 June 2014
Telephone number	01283 551398

The Honey Pots Day Nursery was registered in 2012. The nursery employs 13 members of childcare staff. Of these, one staff holds an appropriate early years qualification at level 6, two hold a level 5 and eight staff are qualified at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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