

Honey Tree Day Nursery

Filton Road, Horfield, Bristol, Avon, BS7 0XZ



Inspection date

20 July 2015

Previous inspection date

30 March 2011

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|----------------------|------------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Inadequate | 4 |
| The contribution of the early years provision to the well-being of children | | Inadequate | 4 |
| The effectiveness of the leadership and management of the early years provision | | Inadequate | 4 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is inadequate

- Children who learn English as an additional language are not sufficiently helped to develop their understanding of English. Staff are unaware of children's home languages and do not check their progress to make sure any gaps in achievements are closing quickly so they are prepared well for school.
- Arrangements for children's routines do not always support their good health. Children are disturbed while they sleep and some do not have appropriate furniture to sleep on. They do not enjoy a range of healthy and satisfying snacks and meal routines do not promote good hygiene practices. This does not help children understand the importance of healthy routines.
- Staff are not always deployed well to meet children's needs. They do not always spend good quality time with the children supporting their play and do not organise the environment and resources so they are ready for children to use.
- The quality of teaching is not of a consistently good standard and staff interactions with children are often poor. This means that children do not make good progress in their learning.
- Staff do not consistently help children learn what is expected of them so they develop the behaviour skills they need for school.

It has the following strengths

- Children enjoy exploring the resources staff provide.

What the setting needs to do to improve further

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

- monitor and help children develop their understanding of English so that they make progress and gain the skills needed for school, and any gaps in achievement are closed
- improve the deployment of staff so that they meet the needs of children, make good use of their time, and ensure that resources are planned and organised ready for children to use
- improve arrangements that support children's good health, with particular regard to ensuring children sleep in a quiet, suitable place and enjoy a range of healthy and satisfying food and drink at snack time
- ensure all staff develop effective behaviour management strategies so that children consistently understand adult expectations and develop skills that will help them when they move on to school
- improve the quality of teaching to a consistently good standard by ensuring all staff improve interactions with children and consistently build on and extend their ideas.

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment are safe and suitable for childcare, with particular regard to where children sleep and eat (compulsory part of the Childcare Register)
- ensure the premises and equipment are safe and suitable for childcare, with particular regard to where children sleep and eat (voluntary part of the Childcare Register).

Inspection activities

- The inspector spoke with parents and took their views into account.
- The inspector held a leadership and management discussion with the manager and deputy.
- The inspector watched interactions between staff and children inside and outside.
- The inspector held a joint observation with the manager.
- The inspector looked at some documentation, including children's records.

Inspector

Angela Cogan

Inspection findings

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

The quality of staff interactions with children is inconsistent. Not all staff extend children's learning; they do not always respond to children's ideas or encourage them to think for themselves. For example, children talk about large numbers as they play and staff do not use the opportunity to develop children's mathematical thinking. At times, children benefit from interesting play experiences that allow them to engage with a variety of materials, explore their ideas and direct their own play. For example, children use pebbles in water and pretend to feed the animals at the zoo. Children have opportunities to be imaginative and develop their early reading skills. Children benefit from well-organised lunchtimes that encourage them to practise their social skills and improve their language development. Provision is not tailored to meet the needs of all children and this has a particularly negative impact on children learning English as an additional language. For example, staff are not always aware of a child's first language or of how best to support their learning. Staff do not check children's English development to ensure any gaps in achievement are closing so they gain the skills they need for starting school.

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

Arrangements that support children's good health and well-being are not fully effective. For example, children do not always sleep in a quiet or comfortable area and are disturbed by other children who are awake. Some children sit on the floor for snack and kick their plates around. When they ask for more snacks because they are hungry, they are not allowed any. Some staff do not employ effective behaviour management strategies; consequently, children do not always understand what is expected of them. This means that children do not develop the skills that will help them as they move on to school. Staff are kind and patient and children build positive relationships with each other. Links have been made with other settings to help children experience a smooth move to school.

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

Management and staff have a suitable understanding of child protection issues. The manager is aware of the variation of teaching quality and inconsistency of staff's interactions with children. Self-evaluation is used to identify areas that need to be changed and developed. The manager has systems in place to drive improvement forward; however, these are not effective. The manager carries out supervisions and identifies training needs but these do not have a positive impact on learning outcomes for children. The manager has built relationships with other providers and uses these to develop her understanding. However, the manager does not deploy staff effectively; resourcing and activities are not consistently ready for children when they arrive at nursery.

Setting details

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|------------------------------------|-------------------------------|
| Unique reference number | 106983 |
| Local authority | Bristol City |
| Inspection number | 1014924 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 60 |
| Number of children on roll | 100 |
| Name of provider | The Honeytree Day Nursery Ltd |
| Date of previous inspection | 30 March 2011 |
| Telephone number | 0117 9314650 |

Honey Tree Day Nursery registered in 1992 and is located in the grounds of Orchard School in Horfield, Bristol. The nursery is open each weekday from 8am to 6pm, all year round. The nursery employs 17 staff. Of these, all but four are qualified at level 3 or above.

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