

# Honey Pot Day Nursery (The)

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



<b>Inspection date</b>	30 September 2015
Previous inspection date	3 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching, particularly in the baby room, is very good. Children show enthusiasm as they play and learn.
- Outdoor play is valued and children learn to take manageable risks as they negotiate space and height on climbing equipment.
- Children are well behaved in the nursery. Staff have high expectations and encourage children to help each other to solve challenging tasks, which means they learn to work as part of a team.
- The gentle and caring interaction between staff and children ensures that all children form positive and trusting relationships.
- There is a continual drive for improvement and a targeted programme of professional development. This means that the well-qualified staff are constantly improving their skills and teaching practice to improve the outcomes for children.

### It is not yet outstanding because:

- Children in the pre-school room do not always have opportunities to extend and become deeply engaged in their own play experiences.
- Although the setting monitors children's progress well, information from this process is not robustly used to plan for groups of children, so that they can make more rapid progress.

## What the setting needs to do to improve further

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

- provide children in the pre-school room with more time to become deeply engaged in their own play and learning
- make better use of the monitoring of children's progress to plan for the different groups of children in order for them to make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

Partnerships with parents are strong and make a good contribution to meeting all children's needs. Staff work closely with parents to ensure that disabled children and those with special educational needs are supported. Guidance and advice are actively sought from external professionals to promote children's learning and development. Parents receive regular updates on their children's progress. Staff complete the progress check for children aged between two and three years to identify their strengths and areas where they make less than expected progress. There is a two-way flow of information shared about children's learning in the setting and at home. The arrangements for safeguarding are effective. The manager and staff have a secure understanding about what to do if they have any concerns about a child in their care. Children's safety is further promoted as staff carry out comprehensive risk assessments, both for outings and for each room within the nursery. A system to monitor and track the progress of different groups of children across the nursery has been introduced. However, this is not fully embedded for the information to be used to plan for groups of children.

### Quality of teaching, learning and assessment is good

Children's communication and language are supported well. Staff in the toddler room are creative in the way they tell stories. They capture the children's attention and they join in with popular rhymes, enhancing children's growing vocabulary. Staff skilfully use spontaneous events to enhance children's understanding of the world. For example, when children find a web in the garden they talk about what might live there and search for it. They talk about what spiders like to eat, count the spider's legs and sing rhymes and songs they know about spiders. All of the rooms in the nursery are highly stimulating and very well organised. However, some of the routines in the pre-school room are too time consuming and children spend lots of time waiting. This has a negative impact on children's ability to become deeply involved in their play and follow their own ideas.

### Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. The staff place a strong emphasis on building relationships with children and their families from the start. This means that staff know precisely how to meet children's individual needs. Parents comment that they feel warmly welcomed at the nursery. Children confidently manage their own personal hygiene routines as they wash their hands before and after meal and snack times. This helps children develop their independence skills in readiness for school.

### Outcomes for children are good

Staff use the knowledge of children they have built through their regular observations and assessments to plan a variety of effective learning experiences. As a result, children are making good progress overall and have developed the key skills they need for school. Children are prepared for their move to school because staff liaise well with teachers to ensure that the links for the children's care and development are established.

## Setting details

<b>Unique reference number</b>	206264
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1028561
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	74
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Suzanne Miskow
<b>Date of previous inspection</b>	3 October 2014
<b>Telephone number</b>	01332 830473

Honey Pot Day Nursery (The) opened in 1999. The nursery employs nine members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those who have special educational needs.

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