

Honeybear Nursery

Rufford Road, Whalley Range, Manchester, Lancashire, M16 8AE



Inspection date

7 January 2016

Previous inspection date

26 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 well-qualified staff team knows children well and demonstrates good teaching skills. Staff observe children's interests and use these effectively during child-initiated play and planned activities to extend and promote their learning. This contributes towards the good progress that children make.
- Children are happy and settled in their environment and form good relationships with staff. Staff are caring towards children and are dedicated to supporting their well-being throughout the day and during care routines.
- The experienced management team is committed to making improvements and has clear plans for the future. Plans include the views of parents, children and staff. They have successfully addressed the previous recommendation raised at their last inspection. They have introduced many opportunities for children to use technological equipment.
- Children's behaviour is good. Staff act as positive role models in their relationships with children and their colleagues. Staff promote children's positive behaviour well. They raise children's self-esteem and this is consistent throughout the nursery.
- Children are offered a range of healthy food choices and consistently follow good hygiene procedures. Children engage in daily outside physical play in all weathers, all of which contributes towards promoting their healthy lifestyles.

It is not yet outstanding because:

- Staff do not always gather enough information from parents about their children's ongoing learning at home.
- The monitoring of staff practice is not yet sharply focussed, in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.

What the setting needs to do to improve further

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

- review procedures for gathering information about children's learning at home to enable staff to gather an even clearer picture of their ongoing learning
- strengthen the monitoring of staff's practice to enable managers to support them to help children make even better progress.

Inspection activities

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

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of her roles and responsibilities. The arrangements for safeguarding are effective. Systems for safe recruitment are in place and the ongoing suitability of staff is checked by the manager. Staff receive an in-depth induction when they first start to enable them to effectively understand their role within the nursery. Staff are knowledgeable about the possible signs of abuse and procedures for reporting concerns about children's welfare or the behaviour of a colleague. The manager has effective systems in place to identify potential hazards and to help keep children safe. The manager and staff identify training needs together. Staff share their skills and knowledge learnt from training with the rest of the team. The manager is able to assess the quality of teaching and has very recently introduced a system for staff to observe each other to share good practice.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their level of development to plan for their next steps in learning. They complete the progress check for children aged between two and three years and provide parents with a copy for their child's health visitor. Children happily engage in play and are confident to access resources to support and extend their learning. Toddlers confidently use technology, including touchscreen tablets to operate simple programs. Staff engage babies in singing sessions and they start to join in with actions to familiar songs. Staff support children's communication and language well. Staff speak clearly to children and sensitively repeat words to those who are learning to talk. Staff promote children's mathematical development well, particularly in the pre-school room. Staff count with children and ask them to compare size and quantities during child-led play. For example, staff ask, 'Can you find me the biggest animal?' Children engage in self-registration to help them recognise their names. Pre-school children are starting to form recognisable letters.

Personal development, behaviour and welfare are good

Children are encouraged to become independent in self-care skills. Pre-school children help to serve lunch and toddlers are encouraged to wash their hands independently before eating. Staff share books with children about different cultures and religions and a range of positive images is displayed, including their family photographs. This helps children to develop an awareness of similarities and differences. Children engage in activities to support their understanding of a range of cultural celebrations. All of which contributes towards children's understanding of the diverse society in which they live. Very young children join in with tidying away resources and know where toys are kept. This helps children to develop respect for their environment. Staff keep parents informed about their child's daily care routines as well as their development.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for their next stage in learning and where appropriate for their move on to school.

Setting details

Unique reference number	500105
Local authority	Manchester
Inspection number	1027889
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	56
Name of provider	Bernadette Devine
Date of previous inspection	26 March 2013
Telephone number	0161 226 3779

Honeybear Nursery was registered in 1990. The nursery employs 10 members of childcare staff. Of these, six members of staff hold appropriate early years qualifications at level 3 or above, including one who holds Early Years Professional status and the manager who holds a foundation degree. Two members of staff hold a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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