

Honey Tree Day Nursery

c/o Orchard School, Filton Road, Horfield, BRISTOL, BS7 0XY



Inspection date

7 January 2016

Previous inspection date

20 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Highly qualified, experienced leaders and managers work well together to provide very effective direction. They constantly evaluate what it is like for every child in the setting and strive for further improvement for all children.
- Teaching is of a very high standard. The excellent quality of adults' interaction with children has a great impact on learning. As a result, children make very good and often rapid progress.
- Staff are well motivated to attend high quality, acclaimed training. They share, and collectively use what they have learnt, to make adjustments to their practice. For example, following changes made to the layout of rooms there has been a marked improvement in children's speaking and listening skills.
- Strong emphasis is given to the importance of having very effective partnerships with parents and carers. For example, parents with babies may attend a special weekly group, during which staff share their expertise about well-informed methods to encourage babies' early communication skills.
- Children thrive and learn in this happy and nurturing setting. They form trusting and valuable relationships with staff, who value and listen to their views and thoughts, and respond with great care and attention.
- Managers regularly observe the quality of teaching, and give accurate and purposeful feedback to staff. There is a shared view to encourage observation and reflection on their work, while supporting and challenging each other. For example, staff watch and analyse videos of colleagues to learn how to improve their practice.

What the setting needs to do to improve further

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

- Continue to support less confident staff to enhance their teaching skills further.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the nursery.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's evaluation of their provision, policies and procedures and evidence of suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Linda Williamson

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers and leaders provide an inspirational drive to greatly improve, and maintain the highest levels of achievement, for all children. They keenly seek feedback from other professionals. Managers are proactive in keeping themselves up to date with legislative changes and current research about children's health and educational development. Managers regularly review assessment records to check all children are making progress. Monitoring is completed to ensure that staff are consistently accurate in their assessments, throughout the nursery. Staff have an excellent understanding of their responsibilities to protect children. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

Staff set high expectations. Children are given clear routines and procedures that help build their self-assurance, as well as their awareness of others' needs. As a result, children are prepared extremely well for school or the next stage in their learning. From the moment a baby or young child attends, the staff take note of their individuality and personality. Staff make regular and accurate assessments of children's learning, knowledge and skills. These are used very effectively to plan an exciting and purposeful educational programme. Staff work very successfully, using structured language development programmes, with children who require extra assistance and attention. Staff make the most of every opportunity to extend children's learning and, challenge children's thinking. Effective partnerships between staff and a range of health and social care professionals mean that children quickly get any additional help and support they need. Staff use highly effective ways to engage all parents in their children's learning, in the setting and at home.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Older children are confident to ask staff for help to resolve minor disputes. Thoughtful and considerate explanation provided by staff helps all children to be kind and helpful. Staff's gestures, expressions and tone of voice offer reassurance and comfort to babies. Children are helped to become familiar with the daily routines by colourful pictures which describe what happens next. Children enthusiastically and diligently help to tidy away. Meal times are a happy sociable time, when staff make good use of relaxed but well-considered questioning to improve children's learning and social skills. The well-planned use of stories, play and learning resources, contributes greatly to children's understanding of other people and different cultures.

Outcomes for children are outstanding

All children make very good progress. Staff adapt activities to provide interesting challenges for the most-able children, such as encouraging children to write simple words during creative activities. Any gaps in children's learning are closed quickly because staff take effective and prompt action. In particular, children who are learning English as additional language are helped to improve their language skills. Staff talk about what they are doing when playing alongside them. This helps children to hear language used in a meaningful context, and they rehearse and use the new vocabulary themselves.

Setting details

Unique reference number	106983
Local authority	Bristol City
Inspection number	1035095
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 - 8
Total number of places	60
Number of children on roll	100
Name of provider	The Honeytree Day Nursery Ltd
Date of previous inspection	20 July 2015
Telephone number	0117 9314650

Honey Tree Day Nursery is one of three run by The Honeytree Day Nursery Limited. It 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. Children aged up to 11 years attend the setting. It is in receipt of funding to provide free education for children aged two, three and four years. A team of 16 members of staff work with the children. The managers and senior staff hold relevant qualifications at level 5 and above, six members of staff hold qualifications at level 3 and three are unqualified.

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