

Honey Pots Forest School

Draft Farm, Flaxton, York, North Yorkshire, YO60 7QP



Inspection date

18 August 2016

Previous inspection date

22 February 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

- Staff have worked hard since the last inspection, positively addressing the recommendations and actions raised. This shows a strong desire to continue to improve.
- Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities.
- Staff involve parents and children in regular evaluation of the nursery. This helps to result in changes that benefit all children who attend.
- Staff effectively support children's physical development and they benefit from fresh air during regular visits to the nursery's private forest school area. Children grow their own vegetables which they regularly add to their lunch and snack time menu. This helps children develop an excellent understanding of the importance of a healthy diet and lifestyle.
- Staff create a bright, interesting and stimulating environment, where children are eager to develop their own ideas and creativity skills. This contributes towards children making good progress across all areas of learning.

It is not yet outstanding because:

- Staff have not explored a wide enough range of methods to help support parents to extend their children's learning at home.
- On occasions, staff do not fully consider all children's level of development when planning group-time activities.

What the setting needs to do to improve further

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

- provide even more information for all parents about how they can support their children's learning at home
- ensure that the needs of younger children are fully considered when planning group activities so they are involved and engaged at their own level.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector carried out a joint observation with the manager.
- The inspector took account of written views of parents and carers, and those spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their roles and responsibilities and the procedures to follow should they have any concerns. Staff successfully assess risks before carrying out activities, which helps to minimise any risk to the health or safety of children in their care. Detailed policies and procedures are successfully implemented to promote a safe environment for children. There is a programme of ongoing supervision, training and professional development provided to the staff. This results in well-qualified and supported staff who promote children's learning well. Staff have formed good relationships with the providers of other early years settings that children attend. They work together to provide consistency and continuity in children's learning. Parents and carers are complimentary about the nursery.

Quality of teaching, learning and assessment is good

Teaching is good and children are well prepared for school. Since their last inspection, staff have reviewed the way they assess children's ongoing progress. They successfully use the information gained from their observations to plan for what children need to learn next. Tracking systems have been developed to identify any gaps in children's learning, which ensure individual children are making good progress towards the early learning goals. Staff help children's communication skills by listening perceptively to them and asking questions to develop their vocabulary. Children are confident, highly motivated and enjoy exploring their environment. Staff provide an excellent range of resources that can be used in different ways to support babies to use their imagination and creativity. This greatly extends children's ability to learn through discovery.

Personal development, behaviour and welfare are good

Staff gather information from parents about children's care needs and capabilities before they start. They use this information to meet children's individual needs and to support their emotional security. Staff act as positive role models and praise children regularly, which helps to build high levels of self-esteem. Children enjoy a variety of nutritious snacks and homemade meals, which helps to promote their good health. During the daily routines, staff encourage children to be independent where possible. For example, children cut up their own fruits for snack and older children use the bathroom independently and confidently wash their hands. Staff are warm and caring towards children and they are considerate of their individual needs. This helps children to feel welcome and emotionally secure in their care.

Outcomes for children are good

All children, including children who have special educational needs or disability and those who speak English as an additional language, make good progress in their learning and development. Children develop positive attitudes towards taking part in learning experiences. For example, older children confidently add their names to their artwork and learn that print carries meaning. Children are happy, confident and enthusiastic learners who are gaining a good range of skills in preparation for school.

Setting details

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|--|---|
| Unique reference number | 400100 |
| Local authority | North Yorkshire |
| Inspection number | 1060745 |
| 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 - 4 |
| Total number of places | 37 |
| Number of children on roll | 47 |
| Name of registered person | Mr Trevor Corner and Mrs Jane Corner Partnership |
| Registered person unique reference number | RP523123 |
| Date of previous inspection | 22 February 2016 |
| Telephone number | 01904 468888 |

Honey Pots Forest School was registered in 1999. The nursery employs ten members of childcare staff. Of these, eight hold appropriate early years qualifications, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round apart from one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery cares for children who have special educational needs or disability, and also for children who speak English as an additional language.

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