

# Hunnypot Corner Day Nursery

140 Squirrels Heath Road, Romford, Essex, RM3 0LU



## Inspection date

9 November 2016

Previous inspection date

14 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not oversee the quality of teaching effectively to ensure that staff monitor children's progress consistently well and plan challenging learning experiences
- Staff do not always plan activities successfully to meet children's needs. As a result, some younger children and those who are more capable do not fully participate in the activities on offer.
- Staff do not offer targeted support to children with communication and language needs, to ensure they make good progress.
- The provider does not evaluate the provision well enough to identify all areas for improvement.

### It has the following strengths

- Children develop strong attachments to staff and quickly settle. They are happy, make friendships, learn to follow the rules of the nursery and behave well.
- The provider and the staff team have engaged well with outside professionals to improve the quality of aspects of provision since the last inspection.
- Parents comment positively about their children's experiences.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve systems to monitor staff practice and target support to develop the quality of teaching.	09/12/2016

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

- ensure activities enable children of all abilities to fully participate and help children make the best possible progress
- strengthen teaching of communication and language, in particular, to offer more tailored support to improve children's communication skills
- use self-evaluation more effectively to clearly identify areas of development, to further improve outcomes for children.

### Inspection activities

- The inspector observed activities and spoke with staff and children.
- The inspector carried out joint observations with the manager.
- The inspector took account of views of the parents she spoke with on the day of inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures

### Inspector

Pauline Nazarkardeh

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider's evaluation of practice is not strong enough to ensure areas for improvement are identified and prioritised. Consequently, there are weaknesses in the quality of teaching and in the planning of children's learning experiences. Some positive changes have been made since the last inspection. Safeguarding is effective. All staff have completed safeguarding training and they show a clear understanding of what to do if they have concerns about a child, including risks from extreme behaviours and views. Staff minimise risks to children's safety as they teach them how to use equipment safely. Parents' views are valued. For example, staff encourage feedback through the use of questionnaires, verbal discussions and a suggestion box.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not always tailor activities effectively to meet each child's learning needs. For example, planned activities focusing on shapes and colours do not match children's learning needs and they become bored. Staff observe children's progress to highlight their achievements. However, plans for the next steps in children's learning are inconsistently effective. Staff do not fully develop good communication skills with children, particularly those children who speak English as an additional language. Children choose activities confidently and staff organise resources well. For example, babies show excitement and interest when they play. Staff interact with them on their level, encouraging their language and physical development. Children have opportunities to scoop sand with different size spoons, explore colour and size using play dough, and to practise early writing skills. Staff provide parents with feedback about children's daily activities.

### **Personal development, behaviour and welfare are good**

Staff have clear expectations for children's behaviour and encourage them to follow agreed rules and boundaries. Staff support children's health well. For example, children learn about the importance of dental hygiene and they are careful to brush their teeth after meals. Children enjoy a range of nutritious meals and snacks. They learn to wash their hands before they eat and when to use a tissue. They know how to dispose of it safely to prevent the spread of infection. Staff develop close relationships with children and ensure that their care needs are well met. For example, when they are tired babies snuggle with staff who sit with them as they play. This helps children to feel safe and secure.

### **Outcomes for children require improvement**

Children enjoy their time at the nursery but are not always effectively engaged in learning. Due to inconsistencies in supporting and developing their language and communication needs, not all children acquire the skills they need to prepare fully for the next stage in their learning. Children learn some key skills, which builds their self-confidence which they can rely on in their future learning. For example, they learn about boundaries, how to take turns and share resources.

## Setting details

<b>Unique reference number</b>	EY274438
<b>Local authority</b>	Havering
<b>Inspection number</b>	1074914
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Karen Angela Johnson
<b>Registered person unique reference number</b>	RP514748
<b>Date of previous inspection</b>	14 June 2016
<b>Telephone number</b>	01708 376586

Hunnypot Corner Nursery registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from a converted house in a residential area of Harold Wood. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 7am until 6pm, all year round. There are currently 43 children on roll in the early years age range. The nursery gets funding for the provision of free early years education to children aged three and four years old. The nursery supports children who speak English as an additional language. The nursery employs nine members of staff, eight of whom have appropriate early years qualifications.

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