

# The Honey Pots Day Nursery

55 Newhall Road, Swadlincote, Derbyshire, DE11 0BD



## Inspection date

2 August 2017

Previous inspection date

21 April 2015

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

## Summary of key findings for parents

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

- The management team and owner do not make sure that staff covering for other staff absences in the pre-school room have a sufficient understanding of the children's individual stages of development and interests.
- The management team and owner are not fully effective in how they support, coach and train staff to ensure the quality of teaching is consistently good.
- The management team and owner do not use self-evaluation effectively to quickly identify and address areas for development. They do not focus on raising the quality of teaching to improve the outcomes for children.

### It has the following strengths

- The partnerships with parents are good. Parents are well informed about their child's progress and achievements. Staff exchange information with parents well. They provide suggestions to parents to help them continue their child's learning at home.
- Children are happy. They settle quickly into their play and are familiar with routines. Staff are warm and attentive to the care needs of the children.
- Staff in the toddler room use their observations of children's play to make secure assessments of the next steps in their learning.
- Toddlers make good progress from their starting points and are well prepared for the next stage in their learning. They explore a good range of interesting and stimulating activities. The quality of teaching in the toddler room is strong.

## 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>
■ make sure that staff working with pre-school children plan challenging and enjoyable learning experiences that take into consideration children's individual needs, stages of development and interests	03/11/2017
■ provide focused supervision, support and coaching for staff to identify and address training needs and raise their quality of teaching to a consistently good level.	03/11/2017

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

- develop self-evaluation processes and use the information gained to take targeted action to improve, paying particular regard to raising the quality of teaching.

### 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 a joint observation with the manager.
- The inspector held a meeting with the management team and the owner. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Judith Rayner

## Inspection findings

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

The owner and management team have a very positive approach and desire to make improvements and raise the quality of teaching. However, in their self-evaluation, they have not considered the impact that staff changes have had on the quality of teaching in the pre-school room. They have not provided focused support and coaching for staff to make sure pre-school children are offered consistently good-quality learning experiences. Safeguarding is effective. Staff complete regular child protection training to keep their knowledge updated with current guidance and procedures in order to protect children. They are very clear about the procedures they must follow should they have a concern about a child's welfare and safety. Risk assessments are completed to ensure areas that children use are safe and secure. Staff supervise children closely and adult-to-child ratios are maintained well.

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

The quality of teaching is inconsistent. Although the staff are well qualified, they do not fully support some aspects of pre-school children's learning. They do not challenge children enough during planned activities, and do not make good use of opportunities as they arise to extend children's mathematical development and support their communication skills. Staff in the toddler room use their teaching skills extremely well. They encourage children to work out mathematical problems. For example, during lunchtime they help children to count how many children there are and how many yoghurt pots and spoons they need. They model thinking very well and encourage children to share what they know and can do.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in some staff's teaching mean that pre-school children are not always best supported in their learning. Overall, all children are happy, settled and enjoy their time at the nursery. Children's good health is promoted well. For example, staff in the toddler room talk to children about the benefits of eating healthy food to help them grow and be strong. Children have plenty of opportunities to spend time outside in the fresh air. For example, pre-school children develop their physical skills well and work cooperatively as they excitedly shake the parachute to get rid of excess water. Children are well behaved. Staff are consistent in their expectations of children and raise their self-esteem, making good use of praise and encouragement.

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

Pre-school children are not challenged enough in order to extend their learning further. However, they learn some basic skills ready for their eventual move on to school. Younger children make good progress from their starting points. Overall, all children make independent choices in their play and develop their imaginative skills well. Older children recognise letters and concentrate during group times. Younger children discover things for themselves and investigate toys with confidence. They enjoy joining in with singing time, which helps to develop their language skills.

## Setting details

<b>Unique reference number</b>	EY442478
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1095302
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	The Honey Pots Day Nursery Limited
<b>Registered person unique reference number</b>	RP531392
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	01283 551398

The Honey Pots Day Nursery registered in 2012. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate qualifications at level 3, three hold level 2 and one holds level 5. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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