

Honey Tree Day Nursery

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



Inspection date

11 April 2018

Previous inspection date

7 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Staff do not consistently give older children clear messages about how to manage their feelings and behaviour appropriately.
- Staff do not use the information that they gather from their observations and assessments to provide older children with appropriate levels of challenge. Children lose interest when activities are not suitably matched to their capabilities. Children do not make the progress of which they are capable.
- Staff do not support children as well as possible to develop their language skills. They speak too quickly, not allowing children the appropriate time to think and respond.

It has the following strengths

- Children are happy and well settled. They develop secure relationships with the adults who care for them. Children learn about diversity. They go on outings and meet people from the wider community. For instance, they have visits to the local care home.
- Staff organise the environment well to enable children to make their own choices about resources with which they would like to play. Leaders and staff take positive steps to minimise risks and keep children safe, for example, through risk assessments and careful staff deployment, to maintain adult-to-child ratios.
- Leaders and staff develop effective partnerships with parents. They keep them well informed about the progress that their children are making. Parents are happy with the care that their children receive.

What the setting needs to do to improve further

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

	Due Date
■ support children more effectively to understand behavioural expectations	30/04/2018
■ use information gathered from observations and assessments to provide older children with activities that offer suitable levels of challenge, to keep them engaged and to raise learning outcomes to a good level.	30/04/2018

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

- allow children more time to think and respond to questions, to support their language and communication development further.

Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the leaders, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a suitable understanding of the local safeguarding procedures. Leaders ensure that parents and staff are aware of the procedures they should follow to share their concerns. Leaders follow robust recruitment procedures to check that adults working with children are suitable. Staff receive support to develop their skills and knowledge further. For example, they have regular supervisory sessions and attend training to build on their skills and knowledge. Training on positive interactions has had a beneficial impact on the ways staff interact with younger, non-verbal children. Leaders use additional funding well to support the children for whom it is intended. For example, staff take part in training to meet children's identified needs and additional staff provide one-to-one support. Leaders have identified weaknesses in practice due to changes in staffing and building work. However, leaders have not taken action to raise the quality of the service provided.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations and assessments of children's progress. However, this information is not used effectively. Staff do not consider children's capabilities and activities provided are sometimes too challenging. Children lose interest as they struggle to understand and follow instructions. Staff miss opportunities to support children's developing language. For example, they speak too quickly, not allowing children the time to think and respond to their questioning. Staff work closely with parents to get to know children when they first attend the nursery.

Personal development, behaviour and welfare require improvement

Staff are not consistent at helping the older children to manage their feelings and behaviour appropriately. Children snatch and tease each other and often disrupt their peers as they play. Staff are kind and caring towards children, and they encourage independence well. For example, younger children enjoy taking responsibility for cleaning up after messy play. They develop their physical skills well as they use brushes to sweep and they empty the spilt flour into the bin. Staff promote healthy lifestyles well. For instance, they reminded children to have drinks of water throughout the day and children have opportunities to have fresh air and exercise on a daily basis.

Outcomes for children require improvement

Children gain some of the skills that prepare them for the next stage in their learning. For example, they are confident and keen to explore. However, older children can be distracted easily and lose concentration during group times. Young children gain a mathematical awareness. For example, as they play with the flour they use language, such as 'heavy', 'more' and 'lots', while pouring and mixing the ingredients. Older children are imaginative. They spend time making up stories to act out with their play dough shapes. Children make some progress in their learning.

Setting details

Unique reference number	106983
Local authority	Bristol City
Inspection number	1133924
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	1 - 8
Total number of places	63
Number of children on roll	120
Name of registered person	The Honeytree Day Nursery Ltd
Registered person unique reference number	RP526068
Date of previous inspection	7 January 2016
Telephone number	0117 9314650

Honey Tree Day Nursery registered in 1992 and is located in the grounds of Orchard School in Horfield, Bristol. The nursery is open each weekday from 7.30am to 6pm, all year round. There is a breakfast and after-school club running for school-aged children. The nursery 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 or above.

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