

Honeysuckle Day Nursery

Stantons, Church Lane, Reading, RG2 9BY



Inspection date

23 April 2018

Previous inspection date

12 August 2015

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

- Staff supervision and monitoring arrangements are not consistently successful in improving the quality of teaching, particularly for the less experienced members of staff.
- The quality of teaching and learning is inconsistent. Not all staff accurately assess children's progress, or plan consistently to help all children make good progress.
- Staff do not use every opportunity to build on children's communication and language skills. Not all children, including those children who are learning English as an additional language, make good enough progress.
- Staff miss some opportunities to promote children's independence skills. For example, staff sometimes do things for children they can do for themselves, such as toddlers putting on their coats and babies holding their own drinking cups.
- The manager reflects on the quality of the provision. However, reflection is not rigorous enough to identify all areas for improvement.

It has the following strengths

- Staff provide a nurturing environment where children are happy and settle well.
- The management team places a strong focus on safeguarding children. Managers ensure that staff have a good understanding of their role and responsibility to keep children safe from harm.
- Children behave well, and staff support them to understand the feelings of others. They learn to share and take turns, which supports their emotional well-being effectively.

What the setting needs to do to improve further

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

	Due Date
■ provide effective monitoring support coaching and training for all staff, to ensure the quality of teaching is consistently good or better	23/07/2018
■ ensure all staff are accurately assessing children's progress and planning effectively to meet children's next steps in learning.	23/07/2018

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

- provide more opportunities for younger children to develop their communication and language skills, including those with English as an additional language
- increase opportunities for children to develop their independence skills
- make effective use of self-evaluation to identify all weaknesses and to take appropriate action to raise the quality of the provision.

Inspection activities

- The inspector reviewed documents, including learning records for children, documentation relating to staff, accident records, and policies and procedures.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked closely at the progress of several children.
- The inspector completed a joint observation with the manager.

Inspector

Sarah Richards

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team evaluates the quality of the provision but does not identify all areas for improvement. For example, staff supervisions do not focus enough on supporting staff to develop their teaching practice. This leads to inconsistencies in the support children receive in their learning. However, the manager organises some general training opportunities for staff. Safeguarding is effective. The provider ensures that staff recruitment and ongoing suitability checks are robust and this helps to support children's safety. The premises are secure and risk assessments thorough. The manager establishes some effective links with the local school. Staff form positive relationships with parents and share regular information with them about children's progress.

Quality of teaching, learning and assessment requires improvement

Staff use observations of children's play to make assessments of children's progress. However, information they gain from these assessments is not always accurate. Staff do not consistently plan effectively to build on what children need to learn next. For example, they lack a secure understanding of the importance to support younger children's early physical development. Young children have few opportunities to develop pre-walking skills. Nonetheless, staff use interesting and varied resources indoors to support children's mathematical development. For example, they use water play to encourage children to experiment with volume and capacity. Older children develop a good awareness of the world around them through a variety of activities. Staff provide tactile activities, such as shaving foam for children to touch and feel.

Personal development, behaviour and welfare require improvement

Sometimes, activities are not targeted to meet children's needs. Staff do not consistently support children to develop their independence, in particular with self-care skills. Nonetheless, children build trusting relationships with the staff; they show motivation and confidence in their play. Babies settle well. Staff gain good information about each child from parents and follow their home routines carefully. They provide children with daily opportunities for outdoor play, fresh air and exercise. However, there are less opportunities to support younger children who prefer to learn outside.

Outcomes for children require improvement

Children develop positive attitudes towards learning and enjoy their time at the setting. However, not all children make the best possible progress. In particular, those children who need extra support with their language development, including those who are learning English as an additional language. Children learn some of the skills they need to prepare them for school. They learn to recognise and write familiar words, such as their names. Older children enjoy decision-making. For instance, voting for their favourite book to be read at the end of the day.

Setting details

Unique reference number	EY468031
Local authority	Wokingham
Inspection number	1132083
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	48
Number of children on roll	79
Name of registered person	Honeysuckle Day Nursery Limited
Registered person unique reference number	RP911230
Date of previous inspection	12 August 2015
Telephone number	01189 887544

Honeysuckle Day Nursery registered in 2013 and is owned by a private organisation. The nursery is situated in Reading, Berkshire. It is open from 7.30am to 6pm from Monday to Friday throughout the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 21 staff employed. Of these, 16 hold appropriate early years qualifications and the manager holds a relevant degree.

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