

# The Honey Pot Day Nursery

Hill Top, Breadsall, Derby, Derbyshire DE21 4TJ



<b>Inspection date</b>	16 January 2019
Previous inspection date	30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 support children's emotional development successfully. The effective key-person system helps children form strong attachments with staff. Children respond positively to the gentle and reassuring approach of the staff and settle well into the nursery.
- Children's behaviour is very good and older children know how to share and are respectful and kind to each other. Staff are good role models and effectively teach children how to manage their feelings and behaviours.
- Partnerships with parents are very strong. Staff ensure parents are actively involved in their children's learning and inform them about their children's development effectively. Parents provide information about children's achievements at home which staff use in their assessments.
- Staff effectively identify children's current stages of development and their next steps in learning. They use this information well to help plan for children's individual learning needs. All children, including those who speak English as an additional language, progress well given their starting points.
- The manager and staff reflect on and evaluate the quality of the nursery effectively. They consider the views of parents sensitively when planning future changes that affect children's experiences. For example, the manager invites parents to join the nursery forum and values their feedback and views, to help improve the nursery further.
- Staff do not always make the best possible use of learning opportunities during planned activities to support younger children further to increase their vocabulary and communication skills.
- The manager's programme for improving staff performance does not yet evaluate the impact of all staff's teaching skills rigorously enough, to help raise teaching skills to a higher level.

## What the setting needs to do to improve further

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

- provide more opportunities during planned activities to encourage young children to further extend their language and communication skills
- strengthen the supervision of staff, to focus more precisely on their teaching skills to raise the quality of teaching to a higher level.

### Inspection activities

- The inspector had a tour of the nursery and spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager and deputy manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, evidence of staff suitability checks and documentation linked to managing staff performance.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of how to protect children from harm. They have up-to-date knowledge of child protection legislation and understand their responsibilities. They know the action to take if they have any concerns about a child's welfare. The manager leads her enthusiastic staff team effectively. She implements robust recruitment procedures to ensure staff are suitable to work with children. Overall, she supports their professional development well. Staff make effective use of training and their qualifications to help support children's learning. For example, pre-school staff have recently attended a course on mathematics and now successfully thread aspects of mathematics through most activities and routines. The manager values the importance of working with other professionals to provide consistency in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff know the children well and provide them with a broad range of fun and challenging activities to support their good development. They interact in a positive manner and guide children's learning effectively. Staff encourage the children to explore and experiment with different materials well. For example, babies touch and feel the texture of cornflour and let it fall through their fingers. Toddlers develop good physical skills in preparation for writing. They confidently use the glue sticks and shake the glitter pots as they create pictures out of feathers and shiny paper. Older children's imaginative development is supported by staff effectively. For instance, children build a variety of constructions using bricks. Staff use this opportunity well and encourage the children to think and solve problems as they build their boats and houses.

### Personal development, behaviour and welfare are good

Staff provide a welcoming, well-resourced and nurturing environment. Children of all ages show they are comfortable in their surroundings and move around at ease, choosing their play. Staff respond quickly to babies' care needs. For example, they swiftly take them for sleep, feed them when required or change activities as needed. Children's health is promoted well. Children are provided with freshly made meals that take into account their dietary requirements. They have access to drinking water throughout the day. Children have plenty of opportunities to play outside and develop their physical skills. For instance, they thoroughly enjoy their time in the forest school. They learn new skills, such as using ropes to pull themselves up hills and how to make camp fires. Staff use these activities well and promote children's confidence and teach them how to keep safe.

### Outcomes for children are good

All children, including funded children, are gaining the skills they require for future learning and the eventual move to school. They concentrate and listen to stories and join in with enthusiasm. Older children have use good language and explain well what happens next in the story. They use their knowledge of letters and how these sound to identify familiar words, helping develop their literacy skills effectively. Children develop good mathematical skills. They count and use mathematical language during their play.

## Setting details

<b>Unique reference number</b>	206264
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10062446
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Miskow, Suzanne
<b>Registered person unique reference number</b>	RP511445
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	01332 830473

The Honey Pot Day Nursery registered in 1999 and opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery employs 15 members of childcare staff, of whom 13 hold appropriate early years qualifications at level 2 and 3. One member of staff is working towards a childcare qualification and one has a degree in early years. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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