

Honeysuckle Day Nursery

Stantons, Church Lane, Reading RG2 9BY



Inspection date	24 January 2019
Previous inspection date	23 April 2018

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff implement and use the provider's robust policies, procedures and risk assessments to fully support children's health, safety and well-being. Staff are extremely aware of the importance of helping children make decisions to inform their own safety. For example, staff designate children to be 'responsible helpers', who competently help to risk assess safety indoors and outdoors.
- The inspirational manager is dedicated to her role and makes a significant impact to drive forward improvement. Since the last inspection, proactive staff have positively reflected on all aspects of practice and the environment to enhance outcomes for children. Staff are particularly passionate about ensuring the highest level of achievement for all children attending. Children make rapid progress.
- Enthusiastic staff have an excellent knowledge of children's interests. They plan exceptionally well to ensure that children build on these through rich and varied activities that engage them and help them to be motivated to learn. For example, inquisitive children explore 'curiosity' cases. They select vintage or unusual objects that are unfamiliar to them. Children are incredibly confident to find out more or make suggestions about what these things are.
- Systems for assessing children's progress are much improved since the last inspection. Staff confidently assess children's achievements and plan precisely for their next steps. The senior management team uses extensive, accurate practice to monitor the quality of all children's learning to ensure they reach their potential.
- Children are thoughtful and respectful of others. Their behaviour is exceptionally positive at all times. Children have incredibly secure emotional bonds with staff and are very happy to attend nursery.

What the setting needs to do to improve further

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

- continue to enhance the ways in which staff help older children to think critically to improve even further the opportunities for children's learning.

Inspection activities

- The inspector observed staff interacting with children during activities indoors and outdoors.
- The inspector completed two joint observations with the manager. They discussed how staff plan for children's learning and how the quality of children's developmental progress is monitored.
- The inspector spoke with children, parents and staff.
- The inspector met with the manager. They discussed how staff are supported in their roles and how they evaluate the quality of their practice.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is outstanding

The provider uses secure systems for the recruitment of staff. The extremely competent manager is passionate about ensuring high-quality practice. She guides this securely through effective supervision for staff. Dedicated staff speak about highly effective support from a professional consultancy and the local authority, which helped them to reflect positively on how to improve. Staff state that training to guide teaching has given them inspiration to better support how children learn. Safeguarding is effective. Staff have a secure understanding of all safeguarding matters. They know how to protect children. Partnerships with other professionals are extremely well established. Staff are extremely confident to intervene if needed. Parents positively acknowledge that staff make a huge impact on children's development, and they add that children's speech, including those who speak more than one language at home, is rapidly improving.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate outstanding teaching skills. For instance, they provided highly effective commentary and modelled actions during an activity with moulding dough. Babies were confident to 'roll', 'prod' and 'stretch' the dough for themselves. Highly attentive staff listen to children and value their suggestions. For example, they let them select tools to break up ice in the garden. Staff help children to recall words, such as 'crystal', and 'melting'. Planning is highly focused on children's emerging interests. Staff regularly review children's learning with a great emphasis on social skills, language and communication. They continue to reflect on how to further improve, acknowledging the potential to enhance ways to help older children think even more critically.

Personal development, behaviour and welfare are outstanding

Inspirational staff motivate children to be independent. For example, older children competently put on boots and coats for going outdoors and decide whether they need gloves. The stimulating environment helps children learn successfully. Staff value children's choices. For example, older children vote for their choice of storybook on arrival. Younger children show an exceptional understanding of routines, particularly lunchtime, which promotes high levels of independence. Staff are extremely encouraging about children's understanding of respect for others. Children thoroughly enjoy Spanish lessons that help them to use language that other children speak at home. Older children visit a local care home to learn about differences of age and to support their awareness of the community.

Outcomes for children are outstanding

Children are highly motivated and very keen to join in activities. They develop an exceptionally broad range of skills to support their next stages of learning. For example, they showed an interest in literacy as they practised their emerging writing skills on glass tiles. Older children showed high levels of inquisitiveness as they played a harmonica from the 'curiosity case' and worked out how to make soft and loud sounds. They were curious to find out about the building blocks inside the same case that belonged to a staff member's grandfather. Toddlers are very enthusiastic as they sing rhymes and join in confidently with action songs that fully support their developing speech.

Setting details

Unique reference number	EY468031
Local authority	Wokingham
Inspection number	10084892
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	48
Number of children on roll	65
Name of registered person	Honeysuckle Day Nursery Limited
Registered person unique reference number	RP911230
Date of previous inspection	23 April 2018
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 20 staff employed. The manager holds a relevant qualification at level 6, and 12 staff hold qualifications from level 2 to level 4.

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