

Honey Tree Day Nursery

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



Inspection date	19 February 2019
Previous inspection date	11 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The management team have reflected on the issues raised through the last inspection and have made positive changes to improve practice and provision. They have improved systems for monitoring staff's skills and professional development. Recent training on how to engage children and plan for their interests has supported staff in providing exciting activities that motivate children to play and learn.
- Managers have recruited additional staff to help them plan an exciting curriculum and support key persons to monitor children's progress well. Key persons make accurate assessments about children's achievements and note when children may need extra support. All children, including those with special educational needs and/or disabilities (SEND) and those who are learning English as an additional language, make good progress in their learning.
- Staff provide stimulating play spaces for the children. They provide exciting climbing equipment and den making opportunities outdoors. Indoors, they organise the rooms and resources effectively. For example, children have chances to play with natural materials, and accessible storage units help children to make confident decisions about what they want to play with and motivates them to join in.
- Staff have strong relationships with parents. They regularly share information with them about children's learning and offer ideas for parents to help children learn more at home too. Children benefit from stimulating activities in the setting and at home that support their development well.
- On occasion, staff do not organise group times effectively in order to make sure children know what is expected and to help them be ready to start to learn from the outset.
- Staff sometimes miss opportunities to support children's communication and language skills, such as using the correct name for items and letter sounds.

What the setting needs to do to improve further

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

- review the organisation for group activities to make sure children know what is expected of them and ensure they are ready to learn from the outset
- support staff further in their teaching to help children to learn new vocabulary and sound out familiar letters in ways that better enhance their communication and language skills.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector carried out two joint observations with the manager; one in the toddler room and one in the pre-school room.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector held a leadership and management meeting with the manager and area managers, and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, children's learning and development files, children's records and the nursery action plans.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

The management team are working hard to look for ways to improve the setting. They seek the views of parents, children and staff regularly. Recent changes have created spaces in the play rooms and reception area for staff to be able to talk more and share ideas with children and parents. Recent training on supporting children's behaviour has helped staff use more consistent strategies to encourage children to respect and show consideration for others. For example, a 'now and next' board lets children know when it is tidy up time and they all help to put toys away. Staff encourage children's learning at home too. For example, they provide packs with books or activities for parents to continue children's learning at home. Safeguarding is effective. All staff know what to do in the event of concerns about the welfare of a child and how to keep children safe.

Quality of teaching, learning and assessment is good

Staff have improved the way they monitor children's progress and make sure they are planning suitable next steps in learning. For example, staff working with the babies, offer challenges for them to see if they can push the toy cars through hollow wooden blocks, offering praise when they achieve this. As pre-school children explore the different bottles tops and packages, staff ask questions to encourage children's mathematics. For example, they ask children what shape they can see at the end of the cylinder and praise them when they recognise it is a circle. Toddlers love to climb in the outdoor area. Staff encourage them to count the steps as they go up to the slide and clap as they work out how to sit at the top and slide down.

Personal development, behaviour and welfare are good

Pre-school children play cooperatively together. For example, during imaginative play, they decide what role they will play and pretend they are making dinner. Staff help children manage feelings well and encourage them to show care for others. For instance, staff working with the toddlers, remind them to use words to ask for the toys they want and offer praise when the children share with each other. Children develop good self-care skills. For example, all children use spoons to eat their food, and toddlers and pre-school children use knives and forks and pour their own drinks. Staff are good role models for children, encouraging them to persevere at tasks. For instance, when using stencils to draw round, staff support children to complete this for themselves and tell them 'well done' when they achieve it.

Outcomes for children are good

Children show motivation and participate eagerly in their learning. Pre-school children enjoy hunting for numbers outside, keenly shouting to friends and staff to see which ones they have found. They recognise numerals from one to 12. Toddlers show curiosity and explore well. For example, they put flour and water into a tray and mix it round. They push the toy dinosaurs through it, exclaiming at the different tracks and shapes they see. Babies find familiar toy cars and make a 'neenaw' sound as they recognise the police car. Children receive good support to prepare them for moving to different rooms and on to school. For example, they visit new rooms or school, use school uniforms as dressing up, share stories about changes and have visits from teachers.

Setting details

Unique reference number	106983
Local authority	Bristol City of
Inspection number	10089372
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	94
Number of children on roll	72
Name of registered person	The Honeytree Day Nursery Ltd
Registered person unique reference number	RP526068
Date of previous inspection	11 April 2018
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 offers care Monday to Friday from 7.30am to 6pm all year round. There is a breakfast and after-school club running for school-aged children. A team of 16 members of staff work with the children. One member of staff holds qualified teacher status and one holds early years teacher status; two members of staff hold appropriate childcare qualifications at level 6, one holds an appropriate childcare qualification at level 5 and eight hold appropriate childcare qualifications at level 3. The nursery is in receipt of funding to provide free education for children aged two, three and four years.

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