Honey Pots Nursery

Dodsworth Hall, Millfield Lane, Nether Poppleton, YORK, North Yorkshire YO26 6HR

Inspection date	9 May 2019
Previous inspection date	5 April 2016

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	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

- Teaching is consistently good. All staff have a thorough knowledge of the children in their care and know how to help them make good progress. Children show enjoyment in learning and are keen to join in with exciting activities.
- Staff help children and families to feel special, valued and included. They help children to develop respect for themselves and each other. Children are confident to greet each other in a range of home languages and have an advanced understanding of the world around them.
- The key-person system is effective. Babies settle in exceptionally well and staff have an excellent understanding of how to promote their well-being. Children have secure bonds with staff and show they feel safe with them.
- Staff have developed effective partnerships with other professionals involved with children, such as speech and language therapists and teachers. They share children's assessment information to promote continuity and close gaps in learning.
- Parents are well informed of the different activities and events at the nursery. They say they are 'incredibly happy' with everything, particularly the information they receive about different topics, such as gender equality in children's play.
- The manager is an excellent role model for the staff team. She is highly organised, knowledgeable and experienced. She robustly gathers feedback from staff and parents to help her drive improvements forward and strive towards excellence.
- Staff who work with babies do not robustly check the outdoor area to ensure it is prepared and suitable to use, specifically after poor weather.
- Staff in the pre-school room do not ensure all children have thoroughly washed their hands before they self-serve lunch.

What the setting needs to do to improve further

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

- enhance ways to consistently ensure areas outdoors are suitable for children to use, particularly after poor weather conditions
- consider ways to further develop systems, particularly at lunchtimes, to ensure children's good hygiene is consistently promoted.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector
Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The manager and staff team are highly qualified and actively seek to develop their skills and knowledge. For example, staff enhanced their knowledge of how babies develop and how to promote their emotional well-being. Other staff developed their skills in teaching children how to sign, which has helped them to communicate effectively, particularly children with special educational needs and/or disabilities (SEND). The manager robustly monitors the progress children make and uses the information to highlight areas for development. For example, staff have worked hard to encourage children to access mathematical resources in their play. Safeguarding is effective. The manager invites staff to share research around wider child protection issues during regular staff meetings. Staff know how to report concerns about children's welfare and there are clear procedures to follow if they have concerns about their colleagues.

Quality of teaching, learning and assessment is good

Staff plan challenging activities for children and know how to adjust their teaching so it is tailored to meet children's individual learning needs. Staff who work with toddlers show high levels of enthusiasm and teach children about cultures and animals in other countries, such as Australia. Children thoroughly enjoy developing their creativity and physical skills as they use cotton buds and paint to create patterns based on Australian artwork. Older children develop excellent language skills and discuss the different occupations they would like to try when they grow up. They show pride as staff share feedback from their parents during circle time about their aspirations when they were young. Staff complete observations and assessments of children's progress. They share this information with parents and use it to create new learning goals.

Personal development, behaviour and welfare are good

Staff have worked exceptionally hard to make the indoor environment highly stimulating, interesting and exciting for children. They display and celebrate children's creative artwork and have family trees to enable children to see family photographs. Staff gather robust information from parents to help them get to know children before they start. Babies develop good physical skills as staff use their interest in dolls and prams to help them walk steadily. Younger babies show contentment as they cuddle up to their key person to have their bottle before falling asleep in their arms. Staff use specific praise to help children understand the things they have done well. Children's behaviour is very positive and they show awareness of their own safety. Staff ensure children have daily access to the outdoor area and encourage them to drink regularly. This helps to promote their good health.

Outcomes for children are good

Children make good progress in relation to their starting points, including children with SEND and those who speak English as an additional language. Babies develop very good social skills and seek out interaction with others. Toddlers show increasing levels of independence and begin to concentrate during activities. Older children are well prepared for starting school and show emerging mathematical skills.

Setting details

Unique reference number	EY348449
Local authority	York
Inspection number	10073860
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	37
Number of children on roll	69
Name of registered person	Mr Trevor Corner and Mrs Jane Corner Partnership
Registered person unique reference number	RP523123
Date of previous inspection	5 April 2016
Telephone number	01904 788 884

Honey Pots Nursery registered in 2007. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The manager has a degree in early years and another member of staff is a qualified teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who speak English as an additional language and those with SEND.

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