

Inspection of Hunnypot Corner Day Nursery Llp

140 Squirrels Heath Road, Romford, Essex RM3 0LU

Inspection date: 27 June 2022

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|----------------------------------------------|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children demonstrate how happy they are at this welcoming setting, they run in enthusiastically to join their friends when they arrive. They feel very safe and develop strong attachments with the managers and staff. The staff have a kind and nurturing manner. Children form strong friendships across all age groups. Older children are very considerate of the younger children. During activities, they enjoy helping them when in the garden. For example, they show how to fill a bucket with sand to make sandcastles. Children behave well. They say please and thank you. The management team and staff give children praise and plenty of cuddles. This supports children's self-esteem and confidence.

The management team and staff have high expectations for children's progress and join in with children's play. They engage with children well. Children have opportunities to develop their interests, younger children are intrigued with real vegetables displayed in a basket. Staff encourage children to touch and feel as they describe textures. Children smile when staff say, 'Broccoli looks like small trees'. Children show high levels of concentration. They enjoy using different colour chalk to make marks on the garden floor. Children persevere as they thread pipe cleaners into tiny hoops.

What does the early years setting do well and what does it need to do better?

- Staff plan interesting activities. Children engage well and make progress. The curriculum supports children's learning well. There is a wide range of resources for children to choose from. Staff plan sequential planning for children to make progress. Staff reflect on children's assessments and track their progress regularly.
- Children develop a good range of physical skills. They ride scooters, bikes and run around joyfully singing and dancing in the garden. However, on occasions staff do not always support children to extend their learning enough during their play when in the garden.
- Staff support children's creative development. Children fill shaving foam in ice-cream cones and say, 'Look, ice cream'. Children mould pipe cleaners in clay. They make large dimensional objects with blocks.
- The leadership and management team are passionate about their roles. They conduct various evaluations of staff practice. They seek the views of parents to inform their outcome of the provision to prioritise future improvements.
- Children have opportunities to develop their communication skills. Children have the opportunity to choose the book of their choice during story time. They sit on a large cosy carpet fully engaged. They ask many questions, such as 'Can I turn the page please?'
- Staff support children's mathematical development during their daily routines.

For instance, they encourage children to count objects as they play. Children point out different sizes and shapes in the environment.

- Staff sing nursery rhymes and songs to children using actions. Children listen intently and sway their heads side to side. They learn new words, such as 'Ten minutes, 210 degrees' and 'temperature' during a pretend cooking activity at the mud kitchen.
- Children behave well and become increasingly independent. At lunchtime, babies use a spoon to eat independently. They are encouraged to wipe their face and hands. Babies know the routine well. They independently walk to the sleep room and climb into a low crib or wait patiently to be placed in a cot.
- The management team and staff build effective partnerships with parents. They keep parents fully informed about their child's learning. For example, they use an online app showing their child's written reports and assessments. The staff share activities that children enjoy throughout the day and the next steps for their learning. This helps parents to further support their child's development at home.
- Staff support children in keeping themselves safe and managing risks. They teach children how to be safe when on trips and outings. They hold hands and do not cross the road until it is safe.
- Children are taught how to respect each other and others who are different and similar to them. They celebrate Eid, Diwali, Christmas and Easter.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff carry out regular risk assessments and daily checks to ensure children are not at risk during their play. They understand the child protection concerns that may affect children's well-being and welfare. The leadership and management team ensures staff are kept abreast of any changes and refreshes their knowledge by undertaking relevant child protection training. They know the procedures to follow should they have any concerns about a child's welfare. All mobile phones are kept locked away in accordance with the safeguarding policy.

What does the setting need to do to improve?

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

- enhance support for children during outdoor play to have a consistent approach implementing the curriculum for their communication and language.

Setting details

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|----------------------------------------------------|-----------------------------------------------------|
| Unique reference number | 2553552 |
| Local authority | Havering |
| Inspection number | 10221600 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 40 |
| Number of children on roll | 66 |
| Name of registered person | Hunnypot Corner Day Nursery Lp |
| Registered person unique reference number | 2553551 |
| Telephone number | 07794991212 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Hunnypot Corner Day Nursery Lp registered in 2019. This setting is situated in Harold Wood in the London Borough of Havering. The setting provides both full-time and part-time sessions each weekday, Monday to Friday, 7am to 6pm, throughout most of the year. The setting currently employs 15 members of staff, including the manager. Of these, the majority of staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Pauline Valentine

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and the inspector evaluated the effectiveness of an activity together.
- Documentation was sampled by the inspector including evidence of staff's suitability and training.
- The manager showed the inspector around the nursery and discussed how she implements the educational programmes for children.
- The inspector spoke to parents during the inspection and took into account their views.
- The inspector observed the children and the staff and spoke with them at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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