

Honey Pots Nursery

Inspection report for early years provision

Unique Reference Number	EY348449
Inspection date	13 November 2007
Inspector	Elizabeth Patricia Edmond
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Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Honey Pots Day Nursery was registered in May 2007. It is a privately owned and managed full day-care provision, situated centrally in a village near York, just off the outer northern ring road. The provider also operates another nursery in a nearby village. Care is provided in a converted village school building which is divided for the three different age groups of children attending. Each area has its own toilet, washing facilities and kitchen. There is an enclosed area for outdoor play. A maximum of 29 children under five years may attend at any one time; there are currently 34 children on roll. The nursery is in the process of registering with the local authority to provide funded nursery education to those children of eligible age; this is expected to be in place for January 2008. Opening hours are from 08.00 to 18.00 Monday to Friday. It is closed for public holidays and usually for one full week at Christmas. The owner employs six staff to work with the children; the manager usually has a supernumerary role.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to lead a healthy lifestyle and they develop a high level of independence in relation to this. For example, younger children are guided effectively as they prepare for their snack, whilst older children remember to flush the toilet and wash their hands with the minimum of adult support. Younger children capably wipe the milk from their chins when they have finished. Procedures to minimise any cross-infection are followed fully by staff, for example, as they change the babies' nappies. The cleanliness of the newly converted premises also promotes the children's good health.

There are some good opportunities for physical play in the adjacent outdoor area. Children develop their strength and balance as they climb the ladder to the slide or as they pedal the tricycles. Staff are just beginning to get used to the layout of the building to maximise access to fresh air for all the children. This is often very good for the pre-school children and sometimes the toddlers can use the outdoor area freely for their play and learning. The staff acknowledge the difficulties in getting the babies downstairs on a regular basis, but they try to make sure they go outdoors on most afternoons.

The nursery provides snacks and meals that are generally very healthy and the children enjoy their daily portions of fresh fruit and vegetables. Older children learn to peel their own banana and pour their own milk, which develops their skills and their independence. Babies are well nourished and content because they are held closely and comfortably whilst they have their bottles. Mealtimes are a pleasant social occasion for all children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can play freely in the indoor and outdoor environment because of the professional approach to identifying and minimising risk to the children. Gate and door security are good and routines for evacuating the building in an emergency are managed well by staff. Although the nursery has not been open long, management and staff have placed a high emphasis on supervising and monitoring the provision in relation to the children's safety.

The premises, play equipment and furniture are in good safe condition which means children can access it freely and safely. There is, on the whole, a broad range of equipment and play materials which children can access freely in some areas. The sudden and unexpected rise in the numbers of younger children attending has left some gaps in resources. The nursery management has begun to address this by ordering additional items. However, one of the rooms for the children aged under two years has limited accessible storage and there is no domestic style furniture for the children to aid their developing mobility and to continue normal life experiences.

All information and systems are in place to ensure that children are protected and their well-being safeguarded. For example, local and national guidance is kept on file should staff need advice and most staff have attended child protection at various levels.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are beginning to settle themselves into nursery life and are developing positive relationships with the staff in their rooms. The majority of children are happy throughout their time at the nursery and some are now beginning to be more confident to explore their indoor and outdoor surroundings freely.

Because key staff are trained and experienced in all aspects of the various frameworks, they are able to plan and present play and learning activities which children can access at their own level. For example, babies have great fun crawling in and out of the small paddling pool full of plastic balls and they often stop to examine the different colours and textures. This means that the babies develop their natural curiosity as learners. Similarly, plans show that all children's regular access to sensory or art and craft activities are relevant to the children's ages and stages of development. A system for observing the children at play to establish their interests and aptitudes is beginning to influence plans for the children's individual learning and developmental needs. Children throughout the nursery are beginning to be skilful communicators. Staff are skilled in their interactions with the children, engaging them in conversation and offering them appropriate additional vocabulary for them to express themselves. For example, pre-school staff recognising the children's interest in some pictures, offer them some simple mathematical language for them to be able to describe size and shape. Similarly, baby room staff quickly recognise when the babies babbling has begun to develop the natural rhythms of conversation; the adults join in the 'conversation' using real words so that babies learn the turn taking necessary for conversation and begin to recognise individual words. Pre-school staff also engage the children in conversation about the different sounds made by the instruments; this sharpens their important listening skills in preparation for later phonics work. Children enjoy rhymes and stories and they learn to handle the books properly. Pre-school children enjoy playing in the shop and they are learning to play well together.

The wealth of number in the pre-school environment and the good range of matching and sorting equipment mean that the older children are beginning to develop and consolidate their mathematical understanding appropriately. Babies, similarly, have access to toys of different sizes so that they begin to notice differences and similarities in shape and size as they play. Staff in the toddler room offer children useful vocabulary to talk about their cup being full or their milk being 'all gone'. Children are beginning to enjoy outdoor play and learning in the garden, although not all areas of learning are yet reflected in the outdoor environment. Children enjoy 'painting' the playhouse with large brushes and buckets of water and they sometimes enjoy the role play or pictures with the chalks.

Helping children make a positive contribution

The provision is satisfactory.

Staff, children and parents are beginning to get to know each other. There is good clear information in the form of policies and newsletters about how the nursery operates. Similarly, all necessary information about the children's needs are discussed with parents, clearly recorded and heeded so that children's individual care needs are met and parents' preferences addressed. Staff chat to the parents each day as they collect their children; children are beginning to develop effective three way relationships with staff and their parents and carers. However, the very early stages of these relationships, including the absence, as yet, of a key worker system, means that some children are still a little unsettled at times. The staff are, however, very caring towards the children, they use terms of endearment such as 'sweetie' and spend a great deal

of time with them if they are upset. Older children are proud of the warm praise and encouragement they receive for helping to sweep up, for sharing the equipment and for remembering to say 'please' and 'thank you.' Consequently, children learn to behave very well and develop very pleasant manners.

There are some positive images of diversity within the community which are easily available to the older children. They demonstrate their acceptance by playing, for example, with the various play people in the dolls house. Separate policies and effective links ensure that children with learning difficulties or disabilities can be included in all aspects of the provision.

Organisation

The organisation is satisfactory.

Although the nursery has not been operating for very long, the staff and children are beginning to get used to their new surroundings and routines. Any weaknesses in the provision are in relation to the newness of the systems and routines; clearly progress is already being made. For example, initial staffing difficulties have been addressed and staff are now beginning to operate as a cohesive team. The appraisal system is also beginning to be effective in making the best use of the staff available and to attend to their training needs; the staff are very motivated and talk with great enthusiasm about future plans and ideas for the nursery. They work well with the local authority advisor on various issues, such as planning or inclusion. The staff also welcome the inspection process as part of their continued development.

Children are also just beginning to get used to the nursery environment, at the same time, the low numbers of pre-school children attending means that they feel more secure in a group. They are only just developing their confidence to fully explore all the learning opportunities available. For example, despite the staff's reassurances they ask if they are allowed to play with the sand or check if it is time to go outdoors yet. All required documentation is in place and staff have a clear understanding about the importance of maintaining records. For example, children's health and safety are well addressed through the effective records of accidents, medication and attendance which are all clear and kept up to date. Systems for recording children's development and interests are also developing well.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop routines which help the pre-school children to develop as confident independent learners
- develop a key worker system to further strengthen relationships and improve the settling in process
- make the environment for the younger children more homely by providing some domestic furniture to aid their developing mobility and to continue normal life experiences.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk