

The Hunny Pot

Inspection report for early years provision

Unique reference number EY300863
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Inspector Claire Jenner

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Hunny Pot Day Nursery is registered in the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2005. It offers nursery care in two self-contained buildings next to Little Hill Primary School in Wigston, Leicestershire. There are enclosed outdoor play areas. In addition, the setting offers out of school care in the school hall and outdoor playing fields and playground. All facilities are based on one low level, aiding accessibility for all.

The nursery is registered to provide care for a total of 88 children. The nursery operates from 08:00 until 18:00 and the out of school club from 07:30 to 08:45 and from 15:15 until 18:00. Both settings operate all year round.

There are 20 staff who work with the children; all except one hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff make up a well-qualified team supporting children. They have a well-developed knowledge of individual children and have forged strong relationships with parents. As a result, staff have a good understanding of children's individual needs and successfully promote their learning and development. Overall, policies and procedures effectively promote children's welfare and they are cared for in a safe and secure environment where they enjoy learning. Regular self-evaluation by the manager and staff makes sure that priorities for continued development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure systems to maintain written risk assessments for outings are consistent across all areas of the nursery (Safeguarding and promoting children's welfare) 08/10/2009

To further improve the early years provision the registered person should:

- review systems to ensure policies and procedures contain consistent information across all areas of the nursery.

The effectiveness of leadership and management of the early years provision

Robust procedures for the recruitment and checking of staff ensure that children are cared for by suitable, qualified adults. A clear induction process for new staff ensures they have the knowledge required in order to effectively fulfil their role. A range of methods are used by the manager to self-evaluate the provision, for example, external audit schemes and questionnaires for staff, parents and children. As a result, areas for improvement are identified and plans set to ensure they are addressed. Managers offer positive and enthusiastic role-models to staff who are well motivated as a result. Regular staff appraisals offer support and opportunities for staff to discuss future plans for personal development. Consequently, a positive and creative play and learning environment for children is actively promoted.

Children are safeguarded because staff have a good knowledge of the possible indicators of abuse and are familiar with the referral procedures within the nursery. Secure systems are in place to ensure children are collected safely by an appropriate person and individual records are well organised to successfully promote children's welfare. Managers and staff assess and address any potential risks on a daily basis and risk assessments are in place for the premises and garden. However, written risk assessments are not clearly and consistently maintained for all outings, which is a requirement of the Early years Foundation Stage.

An effective key worker system means that staff, children and their parents are able to establish close working relationships from the onset. Clear procedures for the welcoming of new children and parents means that they are well supported and settle quickly at the setting. Discussions with parents suggest that they value the care that their children receive and are very pleased with their learning and development. Parents feel involved in the setting and are able to share and contribute to children's records when they wish, for example, through easy access to children's records and regular up dates on their 'all about me' sheets. In addition to this parents are invited to art and craft days, parents evenings and to borrow one of the many 'play packs' to use at home where their feedback and comments are welcomed. They have good access to a range of information in a range of formats including newsletters, information boards, photographs and computer discs, ensuring they are fully informed and updated on the nursery's policies and procedures. Established links with other providers including local schools mean that children receive a co-ordinated service and are well supported in the transition to school.

The premises are well organised and the resources plentiful and of good quality. Required policies and procedures are well maintained. However, some inconsistencies between the two buildings' documentation were identified which could potentially cause some confusion and misunderstanding. Adult:child ratios are good and staff have experience of working with other professionals and advisors in order to provide an inclusive environment for all children that attend. Robust systems are in place to support children with learning difficulties and/or

disabilities and with English as an additional language, in order for them to make good progress. Effective planning for individual children helps to ensure the achievement gap is narrowed and all children's progress is well supported.

The quality and standards of the early years provision and outcomes for children

Children learn and play in a stimulating and well-planned environment that effectively reflects diversity. As a result, all children and their families feel welcomed and valued at the setting. Children in all areas of the nursery have good access to a broad range of suitable and safe toys and equipment. These are appropriately stored in labelled boxes and shelves to allow children easy access, which promotes their independence and decision making skills. Children are confident and secure at the setting and are eager to learn and participate in the broad range of activities provided for them. Staff work well together to ensure individual children's needs are met and use their knowledge as key persons to respond to children's specific learning needs and next steps. Observations, assessments and regular input from parents are used to inform future planning for all children. Consequently, they make good progress.

Children play happily at the setting and behave well. Friendships have developed between children as they work and play. They instigate their own games and play co-operatively together. For example, agreeing the rules in a game of football and taking it in turns to skilfully use the computer mouse and finding the right answer on the program. Young children play alongside their peers and have developed good relationships with adults. Consequently, they feel emotionally secure and are relaxed at the setting. Children are encouraged to explore their environment and move freely through the identified play spaces, including the outdoor play area. They are encouraged to be inquisitive and independent choosing freely from the varied range of well-planned activities. Children's creativity is actively promoted through access to a good range of equipment and resources. Zoned areas within group rooms enable children to access different materials and tools to enable them to independently make their own pictures and models or use the musical instruments to make their own music and create different sounds. Children enjoy singing and enthusiastically join in with the actions to familiar songs and rhymes. Careful consideration has been taken in the presentation of the outdoor play area which includes areas for mark making and messy play as well as a range of equipment to promote physical development such as scooters, slides and trim trail. Children benefit from the daily opportunities to access the area where they can engage in the broad range of resources and activities provided, which further promotes their learning.

Children's language is effectively promoted as the staff engage in purposeful discussions with children and encourage them to question and think critically. For example, during a story children consider what has happened so far and what may happen next. Staff work closely with parents to learn words and present displays and information to support those who speak English as an additional language. Staff actively use sign language with all children who respond similarly. For example, a very young child is able to ask for some more fruit at snack time. Older

children recognise numbers and letters through a range of planned activities and through everyday routines such as number and letter boards or counting fruit at snack time.

Children learn about good hygiene and keeping themselves safe because they follow appropriate routines. They are encouraged to learn about healthy eating and are provided with a broad range of freshly prepared meals and snacks. They ensure they wash their hands before eating to minimise the risk of cross-infection. Older children know they "need to kill the germs which may give you a poorly tummy" and the use of visual aids and stories reminds them and also helps younger children to begin to understand. Children are encouraged to use equipment safely such as sitting with scissors at the table and climbing the slide safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met