

# Honey Pots Nursery

Inspection report for early years provision

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**Unique reference number** EY348449  
**Inspection date** 23/05/2011  
**Inspector** Shazaad Arshad

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

**Telephone number** 01904 788 884

**Email**

**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*.

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## Description of the setting

Honey Pots Day Nursery is a privately owned nursery, situated in the fully refurbished Dodsworth Hall in Nether Poppleton, York. The nursery opened in 2007 and is registered on the Early Years Register to provide care for a maximum of 34 children aged from birth to the end of the early years age group at any one time. The nursery opens five days a week all year round, apart from Bank Holidays and Christmas, from 8am to 6pm. All children share access to a secure enclosed outdoor play area.

There are currently 80 children from birth to four years on roll. Of these, 22 children receive funding for early education. The setting serves the local and surrounding areas. Children attend for a variety of sessions. The setting has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of staff. Nine staff have appropriate early years qualifications at level 2 or above and one member is completing her level 3. One member of staff has completed her Early Years Foundation Degree and one staff member is currently completing the same degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the care of capable and committed staff. The nursery offers an exciting and stimulating environment where children are valued and their individual needs are met very well. Strong partnerships are built with parents and links with the local school ensure there is good continuity in their care. The manager and her staff continually strive to improve the setting by using self-evaluation to identify most areas for development, thus, demonstrating a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure the development files are consistent in the recording of children's starting points and their next steps
- develop further the use of self-evaluation to clearly recognise the importance of continuous improvement and to further develop a culture of reflective practice.

## **The effectiveness of leadership and management of the early years provision**

All staff have completed the basic level of safeguarding training and are very clear on how to safeguard children. They know the comprehensive safeguarding policy and the procedures to follow. The nursery manager has experience of working collaboratively with other services. The recruitment policy and procedure is good and ensures that all staff are recruited with regard to employment legislation and are suitably qualified and checked. Staff members continuing suitability is assured through regular supervision and appraisals. Children are kept safe through sound daily risk assessments of all aspects of the provision. All accidents are carefully logged and monitored to identify any risk areas or problems with equipment. There are effective arrangements in place to ensure that children are never left unsupervised with adults who have not been checked. All visitors to the setting are identified and their visit recorded.

Each child is valued and their individuality nurtured through strong partnerships with parents and the local school. For example, staff are proactive in attending meetings and sharing the transition records. Parents are given good quality information through the parent information prospectus and monthly newsletters. They are asked to contribute through suggestion boxes and parents evenings. Staff make time to offer verbal feedback everyday. Parents are provided with clear information about the younger children in the form of daily diaries. Parents learn about their children's development through the documented learning journey documents to which they are encouraged to contribute their own observations and comments. Inclusive practice is promoted very well through resources and celebrations of the different cultural events. Many natural resources are used indoors and outdoors, teaching children about sustainability as well as stimulating imagination and posing opportunities for problem solving. Children's own work is highly valued and used on displays and labels throughout the playrooms. They also pass on their thoughts to their key person and their comments are recorded in the children's thoughts and comment book.

The management team have a clear ambition for the future and are beginning to develop the weaker areas in their evaluation processes to ensure continued quality in all aspects of the provision. They have successfully addressed the previous recommendations and this impacts positively on the outcomes for children. The management team show a high commitment to further developing staff through good in-house training and external courses. For example, some staff have completed or are completing courses, such as the Early Years Foundation Degree. They are then using recent training knowledge to cascade training and using the internal skills of staff that are qualified childcare assessors. This results in a staff team who are knowledgeable, remain up-to-date with current quality childcare practice and are fully aware of their roles and responsibilities in the setting.

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

Children are happy, confident and active learners. They enjoy their time at the setting as staff are caring, considerate and sensitive to their needs. An effective key worker system is in place and this enables children to develop warm and trusting relationships. Consequently, children build confidence and self-esteem as they interact positively with staff and their peers. Staff interact well with children as they play. They use children's ideas to extend activities and challenge children to think by asking good open-ended questions. This all helps to effectively promote their learning and, as a result, children use very good language skills. Staff observe children as they play to determine what they can do and identify their next steps in learning. However, there are some inconsistencies in some of the development files as they do not clearly identify some children's starting points and how the next steps are suitable to their ability level.

A wide variety of activities are provided and these are organised well to offer a balance of adult-led and child-initiated play. Children are able to access resources independently. For instance, mark making materials are freely available. Other mediums, such as, shaving foam and glitter are used to help younger children explore play and texture. The environment is rich in print, such as, signs and labels, so children can learn about words. They enjoy daily opportunities to be creative with art and craft resources, such as, drawing, paints and glues. They explore different mediums and create new effects and textures, for example, using their hands, feet and elbows to paint onto large paper sheets on the floor. Children show excitement as they feel the paint on their feet and hands and they develop creative skills as they use all of their bodies to make prints. Water play with different sized containers and vessels helps children learn about capacity and measure. They learn about whether the objects are sinking or floating and freely access different sized objects so children can weigh, compare and categorise them according to their size or shape.

Children are able to express their thoughts, ideas and feelings in a variety of ways, such as, through role play and music sessions. Children answer staff's open-ended questions well and can clearly describe what they see and hear. Most of the children listen carefully to the stories before lunch and are able to recount the sequence of events in the story. The outdoor area is very well used to extend play. Children enjoy the natural wood items that are available to explore with, as do younger children with the heuristic play items. Although, the outdoor areas are limited for the full range of physical development games, there are opportunities for children to dance and exercise to music.

A variety of activities are used to enhance children's awareness of the wider world. Wall displays include images of all types of people so children become familiar with and learn about similarities and differences. Books and toys are available in each room to further develop the children's understanding of inclusion and diversity. These promote discussion through which children learn to accept and respect different cultures, views and lifestyles. Children learn the importance of exercise and healthy diets to remain fit and well. Mealtimes are organised effectively. Older

children are able to serve themselves and this promotes independence and decision making skills. Children play well alongside one another, sharing and taking turns. They show a good understanding of rules and listen well to instruction. The calm and consistent attitude of staff contributes towards children's very good behaviour.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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