

The Hunny Pot

Launceston Road, WIGSTON MAGNA, Leicestershire, LE18 2GZ

Inspection date	14/01/2014
Previous inspection date	21/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have an excellent understanding of the importance of working in partnerships with parents, in order for children to reach their full potential. This results in highly effective and successful strategies that engage parents in all aspects of their child's care and learning.
- Children have good opportunities to learn through play because staff provide a wide range of toys and activities inside and outdoors which are thoughtfully presented and easily accessible. As a result, children's independence skills are developing well.
- Children are supported sensitively during transitional times in their learning. The effective communication between parents, staff and teachers helps children settle and move on to their next stage in their learning.
- Children's needs are well met because there is a strong and cohesive approach to continued improvement of the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- There is scope to review the organisation in the pre-school room to ensure that children who are less confident do not become 'lost' in the busy environment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager at an agreed time during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full report

Information about the setting

The Hunny Pot Day Nursery opened in 2005 and is registered in the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 7.30am until 6pm and the out of school club from 7.30am to 8.45am and from 3.15pm until 6pm. There is also a holiday club available. These settings operate all year round.

There are 17 staff who work with the children. All except one hold an appropriate early years qualification at level 3 or above. In addition, the registered person holds Early Years Professional Status. Children attend for a variety of sessions. There are currently 156 children on roll, of these, 96 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- reconsider the organisation in the pre-school room to ensure that all children and particularly those who are less confident are not lost in the busy free-flow environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff offer children a very good range of learning experiences which helps them to develop and progress well. They have high expectations of the children and a good understanding of the seven areas of learning and of ensuring a mix of adult-led and child-initiated activities. The quality of teaching is generally very good as staff encourage, model language and question children about what they are doing. Staff successfully observe and assess all children regularly. They effectively plan for children's next steps and update individual developmental folders. The recent introduction of an electronic system has proven to be popular with both staff and parents who receive regular email updates on their child's achievements and progress. Data on children's progress and attainment is

collected and analysed by managers. Together with staff they identify and monitor any gaps in children's progress and take swift and necessary action to close them. Staff link with parents from the start, at the initial home visit and as an ongoing process. They gather detailed information about their key children's routines, preferences and interests. This enables them to provide experiences targeted at children's individual learning. Initiatives, such as play packs, 'recycling bee' and 'Bertie the travelling bear' provide opportunities for parents to continue learning at home. Children with English as an additional language and those with additional needs are generally very well supported to help them make best progress. Words in children's home languages are obtained from parents and staff use sign language and visual prompt cards and aids to assist in developing communication. Children with additional needs are quickly identified and staff work with individual educational plans to support those children in maximising their progress.

Across the nursery children have very good access to a broad range of interesting resources and equipment both indoors and outside. Staff take great care in presenting them in different ways to entice children to play and capture their interest. Children are free to move from one area to the next and consequently make independent choices of what they would like to play with and when. This, particularly in the pre-school area, creates a busy and vibrant environment which the majority of the children thrive in. However, at the time of the inspection it was observed that a less confident child was lost in the hubbub of what was going on. This resulted in them missing out on some aspects of the daily routine and play and learning opportunities and activities on offer.

Staff provide children with lots of opportunities to speak and listen, for example, during planned circle and story time sessions. Staff question children about the events and characters in stories and talk about plans for the day and experiences from home. They allow children time to think and respond individually. During activities they talk to the children about what they are doing and why and introduce new vocabulary to extend their learning. Throughout the nursery children have good access to tools and equipment to make marks. For example, young children use their hands to make lines in the sand and use chalks on paper and on the slabs in the garden. Older children recognise their own names on place mats and coat pegs and access writing tools in role-play areas and outdoors. Children's mathematical understanding is effectively supported. For example, in construction areas children design using bricks and other natural materials and learn about shape, size and number. Children use programmable toys and equipment, computers and white boards and show their skill and knowledge as they navigate their way through a range of computer programmes. Staff provide good role-play resources in 'imagination stations', therefore children's creativity is well supported as they use their imaginations dressing up and acting out and taking on different roles. Children enjoy singing in planned sessions or spontaneously as they play. Very young children play an active part as they choose their favourite by finding the relevant prop from the 'song basket'. Children learn about the natural world as staff provide equipment for them to plant and grow. An established vegetable plot is accessed by all children. A firm favourite with the older children, is the 'gardening club'. They ensure the garden is well cared for and plants tendered in order for them to grow. Children have excellent opportunities to develop their physical skills and learn about the importance of physical exercise. For example, they enjoy free flow to the garden where they enjoy running, riding bikes and scooters and

climbing on larger fixed equipment. In addition, indoors young children are given the time and space to explore the environment in their own time as they progress from crawling to walking.

The contribution of the early years provision to the well-being of children

The key person system and the staff team's cohesive nature supports children's well-being. Staff build strong and caring relationships with children and they know them well. A gradual settling-in period is used for all children to ensure that they separate from their parents confidently. This begins with a home visit where staff, parents and children can begin to get to know each other in an environment familiar to the children. As a result, children in the main are confident and happy and adapt well to the nursery routine. As children move between the rooms within the nursery staff share children's developmental information to ensure the needs of the children are fully met. Parents are invited to attend a 'transition meeting' providing opportunities for them to meet their child's new key person and to share any new information. When children reach school age they move onto a variety of schools in the wider community. Staff have successfully established close links with these establishments, supporting children's emotional well-being for their successful transfer to school. They provide children with the developmental skills to ensure their school readiness. Staff send on transition forms to children's new schools and invite teachers to visit the nursery. Staff talk to children about the teachers who will look after them, the buildings that they will use and the activities they will do.

Children behave well and staff are good role models and are kind, courteous and affectionate towards the children. Staff are generally very well deployed and successfully use their initiative to ensure that they meet the individual needs of the children. For example, they supervise and interact effectively with children to support their learning. Children know and understand the rules and boundaries of the nursery. This is because staff teach them to respect each other, take turns and share. For example, older children use sand timers to make sure everyone has an equal amount of time with equipment and know when it will be time to tidy away. Very young children demonstrate their developing friendships as they show their delight as they take it in turns to push cars to one another. Staff use praise and encouragement effectively when they identify with the child an aspect of their behaviour that is good, such as praising children for working together well or for sharing. Staff encourage children to take risks and learn about safety. For example when playing outside and exploring the garden, children learn to be aware of playing safely on the large apparatus.

Staff support children's understanding of a healthy diet by offering food that is home-cooked and nutritious. Children regularly participate in cooking activities using vegetables and fruits grown in the nursery garden. Staff support children's good health by providing daily free-flow access to the garden. This means children have opportunities to engage in physical activities and enjoy the fresh air. Children are independent when dealing with their own personal hygiene, older children use the bathroom when they need to and wash their hands afterwards. Staff support younger children in trying new skills, such as washing and drying their hands and faces independently with flannels and towels. Staff use visual aids and stories to further support children's understanding and remind them

why they must wash their hands and wash away the germs. The environment is very well resourced and each playroom has been carefully prepared to offer children good learning opportunities in all areas, including outside. For example, separate areas have been identified for children to engage in messy and creative play, construction, role play in 'imagination stations' and cosy quiet corners. In addition, staff are careful not to inhibit children's learning if they choose to move items from one area to the next. This successfully supports children's interest and motivation to explore and be creative.

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

Leadership and management of the nursery is good. Managers work closely with staff to meet the children's needs. Together they have a secure understanding of the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Managers and staff have a professional knowledge of the procedures to follow should they have concerns about a child in their care. They have all attended safeguarding training and comprehensive policies and procedures underpin practice. Robust procedures are in place to ensure only suitably checked staff have access to the children in the nursery, which promotes children's safety well. Staffing details, such as qualifications and key person groups are clearly displayed within the foyer and within group rooms. Consequently, parents are made fully aware of who is on site and who is caring for their child. Managers and staff regularly carry out observations on each other and use supervision, appraisal and team meetings to feed back positive practice and identify areas for improvement. All staff talk positively about the supportive systems and management team. They have access to all the elementary training, such as first aid, safeguarding and health and hygiene courses. In addition, they are actively encouraged to access development courses and higher level qualifications. This training has a positive impact upon staff practice, which contributes to the capacity of the nursery to continually improve. Systems for monitoring and evaluating the provision are very good. Managers and staff share a strong commitment and passion to their role. They meet regularly to review the provision and to plan for continuous development. Areas identified for improvement from the previous inspection have been addressed and have made a positive impact on the quality of provision.

This inspection was brought forward by Ofsted as a result of concerns relating to nappy changing, supervision of children at breakfast and maintenance of accident records. As a result of this, managers and staff took immediate action to ensure that the robust arrangements for ensuring the regular changing of younger children were also implemented consistently with the older children. Children's attendance is accurately recorded to show how many children and staff are present in each room, demonstrating how ratios and the deployment of staff are effectively met. Staff work on a long shift system which helps to ensure appropriate cover and supervision of children at the beginning and end of each day. Staff accurately maintain records for accidents to safeguard children in line with the nursery's comprehensive policies and procedures. They share this information with parents so they are fully aware of the care their children receive. Staff carry out comprehensive risk assessments both indoors and outside so that any potential hazards to children are removed, and children are safe. Staff carry out fire

drills with children so that they learn about their own safety in the event of an emergency. All necessary fire safety equipment is in place to support children's well-being.

Staff work professionally and pay high regard to working effectively with parents. They are warmly welcomed into the nursery and demonstrate a strong appreciation of the approachable and supportive staff group. Parents are provided with a wealth of information about the nursery as a whole and specific details about their child's care and learning. This is presented through face-to-face discussion, notice boards and displays, invitations to play sessions and regular newsletters. Parents' views are obtained through questionnaires, open discussion and through the recently formed parents' forum. Parents spoken with on the day of the inspection spoke very highly of the caring and friendly team. They stated that they were extremely happy with the care and learning that their children receive. They felt that their children were well prepared for school and continued to make good progress. All comments are positively embraced by managers and staff who use them to help inform and improve the nursery service. Managers and staff have been determined and therefore successful in forging strong partnerships with other providers and outside agencies in order to meet children's needs. For example, they work alongside social care, health visitors and speech and language therapists. This ensures children's needs are met and they receive a shared and consistent approach towards their care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY300863
Local authority	Leicestershire
Inspection number	948624
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	156
Name of provider	The Hunnypot Day Nursery Limited
Date of previous inspection	21/09/2009
Telephone number	0116 2811113

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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