

Honeybuns Day Nursery

17 Whitchurch Road, Wellington, TELFORD, Shropshire TF1 3DS



Inspection date	31 January 2019
Previous inspection date	19 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team regularly seeks the views of staff and parents. This, along with close links with the local nursery and school, helps the managers to identify how they can improve. They monitor the effectiveness of the indoor environment and make any changes needed to the organisation of the playrooms to ensure that outcomes for all children are good.
- Staff attend regular training on topics about children's learning and development. This helps them to keep their teaching skills up to date and to support parents in helping their child with their continued learning at home. For example, staff provide parents with workshops in the nursery to help them learn how to develop their child's early reading and writing skills.
- The special educational needs coordinator brings a wide range of expertise and enthusiasm to her role. She regularly liaises with other professionals to coordinate additional support for children with special educational needs and/or disabilities. This means that staff are highly skilled in helping these children make the best possible progress.
- Staff develop effective relationships with children. For example, they recognise and treat each child as an individual. Furthermore, they give children reassurance, smiles and praise, and play alongside them. This helps children to feel relaxed and safe and to engage in new experiences. Children are confident and happy, and talk enthusiastically to staff and visitors about what they are doing.
- Staff provide fewer opportunities for the older children to further develop their jumping, balancing and climbing skills.
- Staff do not focus strongly enough on encouraging children to develop their understanding of technology.

What the setting needs to do to improve further

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

- enhance the physical opportunities available, so that the older and more able children experience challenge when they jump, balance or climb
- provide more opportunities for children to develop their understanding of technology.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The lead inspector completed a joint observation of an activity with the manager.
- The inspectors held a meeting with the manager. They looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspectors held conversations with children during the inspection.
- The inspectors took account of the views of parents spoken to on the day and through written feedback provided.

Inspectors

Linda Yates

Jacqueline Coomer

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have an in-depth knowledge of the signs that may indicate that a child is at risk of abuse or neglect. They attend safeguarding training and are aware of the correct procedures to follow if they have a concern about a child's welfare. Managers make sure that each member of staff's practice is monitored and any training needs are identified and planned for. They closely monitor the progress made by all children, including different groups of children. This enables the management team to identify any gaps in children's learning and to put plans in place to address these.

Quality of teaching, learning and assessment is good

Staff promote children's learning through effective teaching. For example, babies concentrate well as they manipulate the glue spreader. They are fascinated as they watch staff blow the tissue paper and make it float into the air. During such activities, staff describe what children are doing to develop their understanding of language. Staff who work with the two-year-olds and those who work with the older children make sure that circle time provides children with opportunities to listen intently. Children learn about the days of the week, the months of the year and the weather, and begin to recognise letters and words. Furthermore, they are enthusiastic and excited as they join in with the staff and sing rhymes with actions. Staff encourage the older children to search outdoors for hidden shapes. They help children to tick each shape on their list once they have found it. Staff name each shape, count how many sides they have and talk about how they can be rearranged to make other shapes.

Personal development, behaviour and welfare are good

Staff provide younger children with a good range of opportunities outside to develop their coordination, strength and balance. Older children have long periods throughout the day where they can choose to play indoors or outdoors. Staff work well together as a team and share their high expectations for children's behaviour. This helps children to take turns and show respect for others. Staff provide children with a nourishing and well-balanced diet. They encourage children to develop their independence skills. For example, older children are beginning to learn to serve their own food at meal times.

Outcomes for children are good

All children make good progress from their starting points and develop the skills they need in readiness for school. They are continually engrossed and focused in their play. Toddlers and two-year-olds concentrate as they explore a range of dry cereal. The two-year-olds spoon the cereal into containers and practise cutting fruit with a knife. Older children engage in imaginary play with the sand. For example, they pretend to make chocolate cakes for their friends. All children develop their love of books as they enjoy daily story times about their favourite characters.

Setting details

Unique reference number	EY542850
Local authority	Telford & Wrekin
Inspection number	10089365
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	128
Number of children on roll	164
Name of registered person	Chace Care Limited
Registered person unique reference number	RP908993
Date of previous inspection	19 March 2018
Telephone number	

Honeybuns Day Nursery registered in 2017. It is one of three nurseries managed by Chace Care Limited. The nursery employs 32 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, two hold level 5, 23 hold level 3 and three hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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