

Honey Buns

Inspection report for early years provision

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Inspector

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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

Honey Buns Day Nursery is one of three nurseries run by Mr Anthony William Reeley. It opened in 2006 and operates from four rooms in a building in the village of Norton Canes, Cannock, Staffordshire. There is an all enclosed all weather surface outdoor play area. The setting is open each weekday from 7.30am until 6.00pm all year round.

The setting is registered on the Early Years Register to care for up to 46 children from babies to under five years old. They are also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 89 children from babies to under five years old on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 16 members of staff all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and the management work closely to ensure there are positive relationships with the parents/carers and the children. They liaise with other providers of the Early Years Foundation Stage (EYFS) which fosters an inclusive environment for all children on roll. Both the indoor and outdoor areas provide a very good range of opportunities to extend children's learning across all areas of their development. There are systems in place to evaluate the setting which includes input from management, staff, parents and their children. However, the risk assessment systems with regard to minimising the risk of infection are not always fully effective at all times. The capacity to make further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include anything that a child may come into contact with, this specifically relates to minimising the risk of infection
- provide a range of programmable toys to extend children's interest in technology.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. The staff are caring towards the children and they work hard to ensure good outcomes for all children.

They also liaise closely with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion for all children on roll. The risk assessment procedures are good and keep children safe. However, the risk assessment systems do not always fully identify all risks to children's health with regard to cross-infection, for example children's access to the toilet brushes. The risk assessment procedures includes all outings involving the children. Children are safeguarded and protected because the staff have a good understanding of the procedures which need to be followed. All staff are suitably checked and vetted.

Staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are fully identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included at all times. Systems in place to self-evaluate ensures input from the management, staff, parents and children. The capacity for the nursery to make further improvement on an ongoing basis is strong.

The engagement with the parents is very good. Parents have free access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are continually identified and met. The parents have free access to the setting's policies and procedures at all times.

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

The children are beginning to move with control and use a range of equipment to develop their physical skills. They thoroughly enjoy daily use of the outdoor play space which provides an all weather surface. Here, the older more able children enjoy climbing and balancing on equipment suitable to their stage of development. They also enjoy running around in the fresh air, riding around the track on their trikes and in their cars and they like to throw and catch the balls. During outdoor play children also access reading and mark making resources to extend their development across other areas of learning. Younger toddlers and babies also enjoy daily fresh air and use suitable equipment supervised by their key workers during these times to ensure their safety and well-being. This helps children to recognise the importance of a healthy lifestyle and those things that contribute to this. The children enjoy a range of healthy eating options including cooked meals each day and a range of fruit for snack times and access to drinking water. Older children learn about healthy eating through activities and stories. They independently wash their hands before eating and after using the toilet. Key workers ensure the babies and toddler's hands are cleaned after nappy changing procedures and before they eat. The staff provide a range of activities to extend children's understanding about keeping safe. For example, all children are involved in the fire evacuation procedures of the setting and all children learn about road safety while on local outings. The children also learn about keeping themselves safe through visitors to the setting including the fire officers and the police officers

who visit the setting to tell the children stories and to talk to them about safety issues. Children show they feel safe in their environment as they make choices about what they want to do from the easily accessible resources within their rooms. They seek out support from their key workers when they need this and younger children are comforted during their settling in routines. Older more able children show they feel safe as they chat to their key workers, ask questions and approach visitors confidently. Children have good relationships with their peers as they help each other to tidy up, share and turn take with the resources.

Children find out about their environment, identifying features and noticing the natural world. All children enjoy regular outings to places of interest including local walks to the library to read books and notice their surroundings such as the local buildings and shops. They also enjoy nature walks to look at the birds, butterflies and insects and notice the changing seasons. The children like to talk about their pets and how they care for them at home. Some of the children like to bring their pets into the setting to show their peers. This includes an African snail. Children are beginning to use information and communication technology to support their learning. Younger children enjoy exploring push button battery operated toys pressing the buttons, watching the flashing lights and listening to the computerised voices and music. Older more able children freely access the computer exploring a range of problem solving programmes to extend their learning. They also use a range of push button toys and equipment during imaginary play as they talk on the play telephones and use the tills. However, the children do not have access to a range of remote controlled toys, thereby possibly compromising this area of their learning. The children say and use numbers in familiar contexts and they count and recognise numbers. They do this through computer programmes and through every day routines such as counting how many plates or cups are needed for snack times and singing number rhymes with the staff. The children also enjoy putting puzzles together and using the construction activities as they build towers and tracks. This also supports their fine manipulative skills thereby fostering their physical development. To further their physical development the children enjoy using a range of tools during creative activities, for example, they use paintbrushes to mix paints and crayons to colour in pictures and they use cutters and rollers to mould the dough. Their pictures and paintings are displayed around their rooms for them and their parents to enjoy thereby fostering a strong sense of belonging.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of toys and resources that reflect positive images of diversity such as dolls and small world people and they read story and reference books about various cultures. The resources and books also depict positive images of disabled people. Children explore various festivals and listen to stories through themes around the calendar year and they enjoy arts and crafts such as making paper lanterns and celebration cards to take home to their family.

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	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

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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	2
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