

Honeybuns Day Nursery

Inspection report for early years provision

Unique reference number EY339367
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Inspector Shirley Amanda Wilkes

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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

Honeybuns Day Nursery is one of three nurseries run by Mr Anthony William Reeley. It opened in 2006 and operates in a detached building close to the centre of Stafford, Staffordshire. There are two all enclosed all weather surface outdoor play areas.

The setting is registered on the Early Years Register to care for up to 59 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 90 children on roll within the early years age range. Children attend from the local and surrounding areas. The nursery currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 16 members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and staff build effective links with parents to ensure their individual needs are met. Children receive opportunities to develop skills in each of the six areas of learning. The nursery provides very effective support for children's care and welfare and staff demonstrate a good knowledge of the children attending. Arrangements for self-evaluation are good, with all staff contributing. Parents views are sought and used to support the evaluation of what the setting do. As such the capacity for the setting to continuously improve is good.

What steps need to be taken to improve provision further?

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

- review the layout of rooms so that books are easily accessible for all children
- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross-infection, with regards to hand washing procedures for children after nappy changes.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a clear safeguarding policy is in place staff are suitably trained to protect children. Staff are checked for suitability and appropriate recruitment procedures are in place. Risk assessments are carried out for both the inside and outside of the premises. Daily health and safety check lists are also used to ensure all potential risks are minimised. Entry to the premises is by

intercom and the use of passwords. Children feel safe as they are familiar with the key workers who care for them and staff work closely with the parents to ensure children settle. The partnership with parents is good and staff keep the parents fully informed about their child's activities they complete the necessary paperwork to ensure their child's safety. A home-link book is used to give daily information about feeds, bottles, nappy changes, nap times and activities. Feedback from home is welcomed and parents chat to staff informally at the beginning and end of the day. Staff also keep parents fully informed about the nursery through a notice board and a newsletter.

Attendance records record accurate arrival and departure times and information regarding accidents and medication is shared with parents in confidence. The setting is wholly inclusive and all children and parents are valued and included in the setting and staff are aware of children's individual needs. Staff have a good knowledge of where to seek advice and support for children who have additional needs. They are fully committed to working in partnership with other professionals to ensure outcomes are improved for children. Staff try to ensure they recognise and value children's differences and display information about other cultures. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

Excellent links have been developed with local schools to help the children move on from the nursery this includes visits to the schools children currently attending the nursery do not attend any other settings. Toys and equipment are suitable for the ages and stages of the children present and staff ensure a variety of toys reflect diversity. Children play with a reasonable variety of toys and equipment. Most toys and resources are easily accessible within the rooms however, books are not readily available in the pre-school rooms. The nursery demonstrates a strong commitment to improvement, and has responded well to previous recommendations made with these being fully implemented.

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

The nursery provides a wide range of interesting activities which engage the children's interest and enables them to make good progress. Space within the setting is organised with children grouped according to age and ability. Children are able to move freely between activities. The staff observe children's starting points and activities. Observations are used to plan for children's progression across all areas of their learning. Babies and the toddlers bond well with staff and positively respond to the high levels of care shown to them. Consequently, children are happy, relaxed and settle well into the daily routines. They enjoy taking part in water play and playing with the play dough developing their manipulative skills. Younger children thrive on the attention and nurturing, enjoying being nursed when taking their bottle and taking part in singing time, clapping their hands with delight.

Children enjoy and undertake the range of activities provided, for example, they

join in enthusiastically with the shopping game. Regular circle-time sessions, during which staff lead children in nursery rhymes and action songs and completing of the weather board, make learning enjoyable. Story sessions are fun, with children listening with interest and comparing their own heights when listening to the story about 'The Very Hungry Caterpillar Self-registration' and art work displayed with names, help the children to recognise their own names and the names of their friends. Children freely access a variety of mark making-materials and use their numbers regularly throughout the day during routine activities. The younger children use the colourful soft play equipment and resources to explore and learn from their environment. They also undertake messy play activities, such as painting and sticking, which stimulates their creative development. Children are encouraged in their independence and skills for the future, for example, at meal times by helping themselves to food, taking part in cooking activities and helping themselves to drinks when needed.

Children are able to rest and sleep as needed they are carefully monitored bedding is regularly washed to prevent the spread of infection. Staff's daily routines ensure all resources and areas children access are clean and well maintained. Children wash their hands before meals and after toileting. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area however, children's hands are not washed after nappy changes which does not limit the risk of cross-contamination on returning to the playroom. Healthy home cooked meals, such as pasta and mince with fruit crumble and custard for pudding. Healthy snacks are also provided with the older children choosing whole fruit. Children's awareness of a healthy lifestyle is further promoted as they enjoy playing in the outdoor play areas where they ride their bikes and scooters and practise their climbing and balance skills using the slide. Children also benefit by taking part in regular dance and physical education sessions.

Children behave well in the setting, staff provide them with gentle reminders and explanations to help children develop an understanding of why they should not do certain things. Relationships between children and staff are warm and caring, children listen to staff and staff to children, resulting in an atmosphere of mutual respect.

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