

# Honeybuns

155 Walsall Road, Norton Canes, CANNOCK, Staffordshire, WS11 9QX

<b>Inspection date</b>	22/07/2014
Previous inspection date	11/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children enjoy attending this very welcoming and friendly nursery. Staff are enthusiastic and knowledgeable about how children play, learn and develop. Precise assessment and planning for individual children results in them making consistently good progress.
- Staff recognise the uniqueness of each child. The good key-person system enhances relationships with children and their families very effectively. Consequently, children develop a strong sense of security and trusting relationships with staff.
- There are robust safeguarding policies and procedures in place and all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection. As a result of this, children are safeguarded well at nursery.
- Staff work closely with parents and other agencies to ensure that a regular flow of information, knowledge and expertise is shared. This has a positive impact in supporting children's learning and development.

### It is not yet outstanding because

- Staff do not always make the most of opportunities to provide more focused activities for the older children immediately after lunchtime, in order to maximise their learning and development at all times.
- There is scope to consolidate recent staff organisation to further embed the already good planning for children's learning and consolidate the good teaching taking place.

## 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.

## Inspection activities

- The inspector spoke with management and staff at appropriate times throughout the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces and conducted a joint observation with the manager.
- The inspector looked at a selection of documentation, including children's records, learning and development information, staff records, training records and a selection of policies and procedures.
- The inspector checked evidence of suitability for all adults working on the premises and asked the manager about self-evaluation methods.
- The inspector took into account the views of parents and carers on the day.

## Inspector

Sandra Meacham

## Full report

### Information about the setting

Honeybuns was registered in 2006 on the Early Years Register. It is one of three nurseries run by the same provider. It operates from four rooms in a building in the village of Norton Canes, Cannock, Staffordshire. There is a secure all weather surface outdoor play area. The setting is open each weekday from 7.30am until 6pm, all year round. There are currently 90 children on roll in the early years age range. The setting receives funding for the free early education. The setting supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The setting employs 15 members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance older children's experiences after lunchtime, by providing more focused activities, so that their learning is maximised at all times
- consolidate the recent staff organisation, so mentoring supports staff, who are new to the rooms, in improving practice and therefore, teaching is even more precise.

## Inspection judgements

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

Children are welcomed into the friendly environment of the nursery where they show that they feel safe and secure. They learn through play, choosing what they would like to do from a variety of resources appropriate to age and development. Children demonstrate an eager approach to learning, particularly in the outside area, supported by enthusiastic and timely interactions from staff caring for them. Support and encouragement are given to children as staff play alongside them following their lead and extending their individual learning. An established key-person system enables information to be gathered about children's likes, dislikes and styles of learning, which provides a good basis for starting points. Staff have a secure knowledge of how children learn and develop. This allows them to track progress and plan for children's next steps. Children make good progress considering their starting points, age and capabilities. Staff plan together as a team, taking into account children's interests. Observation days strengthen their knowledge about individual children and ensure that both adult-led activities and continuous provision reflect this. Parents and carers are actively involved through daily discussions, parents' evenings and questionnaires found on the nursery website. They are encouraged to share ideas for any changes that they would like to see in the nursery.

The nursery is organised to allow children to freely select and access resources independently. Displays of children's work are evident and planning boards show that staff teams have recently been reorganised and are working together to support children, who are moving onto different rooms. However, this is yet to be securely embedded. A balance of adult-led and child-led activities allow the children to think, learn and play together. Lunchtime and snack times help children to develop their personal, social and emotional skills. Older children are encouraged to be involved in the serving and clearing away routines at lunchtime and they are provided with opportunities to make choices. However, there is scope to enhance older children's experiences after lunchtime through more focused activities, so that their learning is maximised at all times. When using the outside area, children confidently use a range of equipment to promote their physical development. Staff encourage children to tackle activities that provided challenge while being aware of appropriate levels of safety. Access to a variety of writing materials allows children to develop their mark making and writing skills, with specific areas set up to encourage exploration of letters and sounds. Children enjoy cooking activities, exploring the feel of different textures and changes that happen by mixing and stirring ingredients together using both utensils and their fingers. Staff respond to the words that children use to describe the textures, such as 'squishy' and 'squashy' by using them in sentences, in conversation, as they work alongside them. Children count confidently as they work together to put their biscuits onto the baking tray. Staff continue to extend children's thinking by responding, again in conversation with open-ended questions, for example, 'How many is a few more?' As a result of this, children are able to develop their range of mathematical skills and vocabulary.

Staff show commitment to ensuring that all children within the nursery receive a high standard of both care and learning. However, there is scope to consolidate the recent staff organisation, so that new staff to the rooms ensure that teaching through planning is even more precise for individual children. Thus, enabling learning to be maximised on all occasions. Children readily communicate their needs and preferences by approaching staff for help or to invite them into their play. Babies and toddlers are provided with sensory opportunities to learn about their environment, enthusiastically touching, squeezing, hitting and banging balloons. They communicate excitedly with each other and respond by babbling and using words and phrases as appropriate to their stages of language development. Staff support this by talking to the babies and toddlers as they explore and play, describing what they are doing, for example, 'yes hit it to each other' and 'the balloon's going up higher'. Children are actively involved as learners, who are developing the skills and attitudes needed them to get ready for each next stage of learning either within the nursery or when moving onto school.

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

Staff have a good understanding of children's individual needs and stages of development. They are positive role models showing care and concern for both the children and each other. The key-person system ensures that staff know children well, as a result of this, they feel secure and safe. Children show a strong sense of belonging within the nursery and they are developing a good understanding of how to manage risks and challenges relative to their age and development. Children's physical development is supported very

well. Babies and toddlers move about freely using furniture and some soft play equipment while indoors. All children have daily access to the outside area where there is a range of equipment available, such as, a mud kitchen, balance beams made from wooden planks and tyres, a digging and planting area, climbing frame with slide and a quiet reading area. Children's confidence, emotional security and self-esteem are supported by the staff's secure knowledge of their individual needs and characters.

Staff recognise and praise positive behaviour and as a result of this, children's behaviour is good relative to their age and development. Children are rewarded with stickers for good behaviours, which they are proud of and happy to talk about. Staff join in play activities with younger children modelling turn taking and encouraging them to move to other toys. Reading behaviours are encouraged by sharing books, carefully turning the pages and talking about the pictures. Outside, children take turns on the slide and move from one activity to another freely. Children work together watering plants and digging, passing tools from one to another, showing cooperative skills. This helps prepare children for the next stages in their learning and moves within the nursery or onto school.

Children enjoy the well-balanced meals, which are prepared onsite. They follow well-established routines for self-care around mealtimes, such as hand washing before eating and brushing teeth after lunch. Staff reinforce the reasons for this, so that children are aware of how to begin to manage their own needs. Nutritionally balanced meals and snacks take account of individual children's dietary requirements. Staff incorporate into routines and requests of the parents and carers of babies and younger children in particular. All children have access to drinks throughout the day to keep them hydrated and staff discuss the need for this with them, especially in the hot weather. Staff ensure that all children have the highest factor sun protection cream applied and they have appropriate clothing and sun hats on before accessing the outside area. Staff are vigilant about only staying out for short periods of time in hot sunny weather. Nappy changing procedures are carried out efficiently with an emphasis on engaging the child in the process. Staff talk to the children as they change nappies and are sensitive with them. Staff support children through the potty training stage and work with parents and carers to develop a consistent approach both at home and at nursery.

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

All staff have a detailed knowledge of safeguarding and child protection procedures that are in place at the nursery. They know who to go to and what action to take to protect the children in their care. All staff complete first-aid and safeguarding training that is regularly updated. High priority is given to the children's safety. Staff ratios are maintained and children are well supervised. Since the last inspection, the nursery has successfully addressed its recommendations. The nursery has comprehensive policies and procedures that underpin daily practice. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff receive induction training and a checklist monitors that they have a working knowledge of all the relevant policies and practices. Written risk assessments are reviewed annually and individual risk assessments are carried out as required, such as for outings. Legally required records for children's

welfare are accurately maintained, for example, attendance records and medical records.

The management team have a detailed understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Effective monitoring of educational programmes ensures that children are provided with a wide range of experiences to support their good progress towards the early learning goals. Supervision and annual appraisal systems offer staff opportunities for personal development. There are effective systems in place to tackle underperformance of staff. The nursery's self-evaluation process identifies strengths and an action plan is in place to target future improvements.

Partnership with other agencies are well embedded. Positive relationships with parents and carers are well established, ensuring that each child's needs are met. Clear strategies are in place to support children with special educational needs and/or disabilities. For example, effective engagement with outside agencies means that all children are fully supported to ensure everyone works together to give tailored support. A range of strategies are also used to support children, who speak English as an additional language and staff use their growing knowledge of each child's characteristics, family life, culture and interests to support their learning, ensuring that all children and their families feel respected and valued. A regularly updated website gives parents and carers access to information, such as, the nursery's approach, newsletters, policies and procedures and allows them to communicate their ideas via an online questionnaire. The management continues to develop ways to engage parents and keep them informed by the introduction of social media with all appropriate safeguarding checks currently in place.

## 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

<b>Unique reference number</b>	EY339374
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	862816
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Chace Care Limited
<b>Date of previous inspection</b>	11/12/2009
<b>Telephone number</b>	01543 274785

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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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