

# Honeybuns Day Nursery

Ercall Day Nursery, Grainger Drive, Leegomery, Telford, Shropshire, TF1 6UL



## Inspection date

28 October 2016

Previous inspection date

9 September 2013

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

- Management of the nursery is strong and leaders are very passionate about their roles. They strive for excellence and ensure the standard of care and teaching is at least good and occasionally outstanding.
- The monitoring of individual and groups of children's progress is superb. Managers are clear and precise in identifying where and why gaps in children's learning occur. Managers skilfully analyse the information and swiftly identify the need for improvements to the delivery of specific areas of learning.
- All staff and managers know children exceptionally well. They have an excellent understanding of each child's individual needs. They take the time to have in-depth conversations with parents regularly to review children's development.
- Children's initial entry and their progression through the nursery are sensitively handled, as is the move on to school. Staff put the needs of the children first. They discuss transitions with parents and carefully assess children's needs, in order to fully prepare children for these changes.
- Staff and children forge warm caring relationships. Staff are excellent role models for children. They help them to be well mannered, tolerant towards other children and make firm friendships. Therefore, children are very well behaved.
- Parents and children rate the nursery highly. Children say that, 'It is fun and the toys are great'. Parents typically describe staff as, 'Going above and beyond expectations' and, 'Doing more than just their job'.

### It is not yet outstanding because:

- While staff's professional development is a priority, leaders have not rigorously monitored the impact of this, in order to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- monitor the impact of the supervision and training of staff more rigorously and build on their skills, helping all staff to develop an expert knowledge of teaching and learning.

### 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 completed two joint observations with the nursery manager and deputy manager.
- The inspectors held a meeting with the area manager, nursery manager and deputy manager. They looked at relevant documentation, such as the monitoring of groups of children's progress and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and viewed their written feedback to take account of their views.
- The inspectors conducted a tour of the nursery. They also viewed the procedures for assessing risks throughout the nursery.
- The inspectors spoke with staff and children throughout the inspection.

### Inspector

Scott Thomas-White and Patricia Webb

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have attended child protection training. Staff manage accidents safely and suitably. They have robust systems in place to contact parents should children require any medical advice. The managers know their nursery very well. They regularly seek feedback from parents, children, staff and external agencies. The feedback is skilfully evaluated to set targets for improvement. For example, managers have reviewed the information available for parents. Information is now more accessible and clearer for parents to read, helping them to understand their children's learning even further. Managers have very high expectations of staff. They challenge practice through regular meetings. As a result, the quality of teaching and care is good and improving steadily.

### Quality of teaching, learning and assessment is good

Staff effectively observe and assess children's interests and next steps in learning. They plan activities to meet the individual needs of children, including those with different starting points. Staff prepare babies and younger children for the next stage in their learning. Babies become more mobile with the help of staff and the use of appropriate equipment for children to use to stand up. Babies show delight during sand play as they clamber into the sand tray. Staff encourage the babies to explore the different textures and properties of sand. They sieve the soft sand allowing it to fall near babies. Toddlers develop good listening skills as they learn to recognise different animal sounds. Staff support this well as they encourage children to match the sounds to pictures. Children in pre-school are developing good mathematical skills. Staff help them to count animals and describe their size as small or big. School-aged children can continue their learning from school. Staff involve them in the planning of activities. They encourage them to work together as a team, while playing team games to help promote their good social skills.

### Personal development, behaviour and welfare are good

Children's positive attitudes towards others are well promoted through staff's teaching. They learn and appreciate different cultures and celebrations. Staff take children on trips into the local community to help them understand the world around them. Children's intimate care is managed very efficiently. Staff work closely with parents on issues, such as toilet training and independent feeding. Children know about the importance of handwashing from an early age as it is ingrained in good routines promoted by staff. Snack and mealtimes are managed well with nutritious and healthy meals offered.

### Outcomes for children are good

Children's progress is good. Some children make better than good progress given their starting points and capabilities. All children are supported to reach their full potential. Children are being taught the skills they need for school. Children are able to make links in their own learning and recognise their own achievements with the support of staff. Children who have special educational needs are superbly supported. They reach the specific targets set for them, helped by staff's teaching and effective working with other agencies. Gaps in children's learning are swiftly identified and are closing.

## Setting details

<b>Unique reference number</b>	EY359321
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1065023
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	189
<b>Number of children on roll</b>	300
<b>Name of registered person</b>	Chace Care Limited
<b>Registered person unique reference number</b>	RP908993
<b>Date of previous inspection</b>	9 September 2013
<b>Telephone number</b>	01952 246002

Honeybuns Day Nursery was registered in 2007. The nursery employs 40 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including three with an appropriate degree and one with qualified teacher status. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

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