

Honeybuns Day Nursery

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



| | |
|--------------------------|-----------------|
| Inspection date | 18 October 2018 |
| Previous inspection date | 22 July 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

The provision is good

- The management team regularly observes and evaluates staff's teaching practice. They provide individual meetings with staff where they can discuss any concerns and their development opportunities. This helps the management team to evaluate and build upon their practice so that teaching impacts positively on all children's learning.
- The special educational needs coordinator is well organised and brings a wide range of skills, expertise and enthusiasm to her role. She regularly liaises with external agencies to organise additional support for children who have special educational needs and/or disabilities. This means that staff are supported well to help these children make the best possible progress.
- Staff enhance parent's understanding of how their child's learning can be best supported at home, for example, through daily chats and sharing with parents their assessment of children's progress and photographs of children's experiences in nursery. Outcomes for children are good.
- Staff build strong relationships with children. For example, staff in the baby room cuddle babies and talk to them during their bottle feeds. Furthermore, staff who work with the toddlers and older children offer reassurance, encouraging smiles and praise as they play alongside them. This helps children to feel relaxed and to behave well.

It is not yet outstanding because:

- Staff do not always consider the impact that background noise is having on children's ability to concentrate during their activities.
- There are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- reduce background noise levels in the indoor play areas to promote children's concentration and engagement fully
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

Inspection activities

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

Inspector
Linda Yates

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to safeguard children. They know the signs that would cause them concern about a child's welfare and the correct procedures to follow. The management team reflects on the progress of individual and specific groups of children across all areas of their learning. This helps them to identify where teaching can be improved. One member of staff has completed training on 'signing' with children, to help promote the use of actions to support the spoken word. She successfully shares her knowledge of 'signing' with the staffing team. This helps to ensure there is a consistent approach to supporting children who need extra help to develop their speech. Staff liaise with the local school about the best way to promote children's knowledge of letters. They now provide children with regular opportunities to recognise letters and their sounds.

Quality of teaching, learning and assessment is good

Staff monitor children to make sure they are motivated and interested in a broad range of stimulating activities. For example, babies explore the paint with their fingers and paintbrushes. During such activities, staff describe what children are doing to develop their understanding of language. Toddlers are enthusiastic and excited as they join in with the staff and sing nursery rhymes with actions. Two-year-old children are engrossed as they poke, squash and flatten the dough as they shape their creations. Pre-school children have good opportunities to develop their imaginations. For example, they use crates, tubes, empty wire reels and rubber house bricks to construct with and incorporate into their play.

Personal development, behaviour and welfare are good

Staff provide children with a nutritious and well-balanced diet. They encourage children to develop their independence skills. For example, children are beginning to learn to serve their own food and pour their own drinks at meal times. Staff use effective strategies and positive role modelling to help children behave well. They provide children with a wide range of resources outdoors that test their physical skills. For example, children confidently use the climbing frame and balance on the car tyres.

Outcomes for children are good

All children make good progress from their starting points. They show high levels of interest and engagement in their play. For example, babies wonder in amazement at the bubbles floating in the air and reach up to try and catch them. Toddlers manoeuvre, climb and sit on the empty cardboard boxes. Two-year-old children join in with their friends as they draw on the large paper covering all the floor. Pre-school children are beginning to recognise letters and their sounds. Children are confident and gain the skills they need in readiness for school.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY339374 |
| Local authority | Staffordshire |
| Inspection number | 10069766 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 46 |
| Number of children on roll | 103 |
| Name of registered person | Chace Care Limited |
| Registered person unique reference number | RP908993 |
| Date of previous inspection | 22 July 2014 |
| Telephone number | 01543 274785 |

Honeybuns Day Nursery registered in 2006. It is one of three nurseries managed by Chace Care Limited. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications. Two of these are at level 6, a further nine are at level 3 and one is at 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

