

Honeys Nursery and Stingers Kids Club

Inspection report for early years provision

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Inspector Rebecca Hurst

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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

Honeys Nursery and Stingers Kids Club opened in 1995 and is privately owned. The nursery, which extended from a pre-school in 2004, operates from a self contained unit attached to the local youth club. The out of school provision operates from two rooms within the youth club premises. The group is situated in a rural part of the London Borough of Bromley, in Biggin Hill.

Honeys Nursery and Stingers Kids Club may care for no more than 62 children under eight years; of these, not more than 36 may be in the early years age group, and of these, not more than 12 may be under two years at any one time. Honeys Nursery opens from 07:30 until 18:00 each weekday for 51 weeks of the year. The group has a secure enclosed outside play area. There are currently 67 children on roll in the nursery. Children also receive funding for nursery education. Children come from the surrounding local area. Stingers Kids Club opens from 07:30 to 09:00 and 15:00 to 18:00 each weekday during term time and during the school holidays it opens from 07:30 until 18:00 each weekday. There are 40 children on roll attending Stingers Kids Club. Both groups operate for 51 weeks a year. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 15 staff working with the children. Of these, 12, including the registered provider hold an appropriate early years qualification. One member of staff is working towards a childcare qualification. The setting employs two cooks and a cleaner.

Both groups support children with learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The nursery has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ways to fully enhance the development of children's independence skills during meal time, in particular serving their own meals

The effectiveness of leadership and management of the early years provision

Children are thoroughly protected from harm and neglect as the staff have excellent knowledge and understanding of child protection issues and how to safeguard children. Excellent procedures are in place to ensure all staff have up to date Criminal Records Bureau checks in place. The provider ensures she records the numbers for the checks and the dates they were carried out; this ensures she is fully aware of when they need to be updated. Children are kept safe and secure, due to clear, concise and comprehensive risk assessments for both the setting and for outings. Clear, accurate records are kept; including attendance registers which ensures the safeguarding of children. Children's safety is further enhanced as children participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. The setting's concise policies and procedures ensure parents are fully informed about all aspects of the provision. This enhances greatly the children's safety, health and welfare.

The children have access to a varied amount of resources which promotes equality and diversity. Children learn about festivals and celebrations from around the world at an age appropriate level. This ensures that they are able to learn about these and progress with their development. Resources are effectively arranged and organised, creating an enabling environment for children to play and learn. Children are confident and independent learners because they have easy access to low level furniture and a wide variety of exciting toys and play materials, strongly supporting their enjoyment and achievement. Children learn early word recognition through the excellent use of labels on the resources.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding well to their welfare and development needs. The provider and manager are driving improvement through their ambition to train and improve both their knowledge and that of the staff through attendance on ongoing training courses and further education. Staff have excellent communications with both parents and outside agencies. Parents and staff have built excellent relationships which greatly benefits the care of the children. Parents attend parents meetings where they can discuss the development and progress of the children's learning. Staff keep the parents up to date with their child's progress through informative developmental reports and termly next steps reports. Staff have built an excellent rapport with the local early years team and those agencies that support children with special educational needs and/or disabilities. Consequently, children are being supported in all areas of their development. Staff have evaluated the setting extremely well and they have clear priorities and targets for improvements. Staff consult both parents and children in their self-

evaluation. This ensures they get a clear picture from all users as to what they like and to what needs to be improved. As a result, the service is more than responsive to the needs of its users.

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

The children have access to rich, varied and imaginative experiences which greatly enhances all areas of their learning. Assessments, through high quality observations is rigorous and the information gained through these, is used effectively to guide the future planning to progress all of the children's learning and development. Staff in the nursery provide innovative teaching which greatly motivates the children to learn in all areas. Children are clearly making excellent progress from their starting points. Staff consult parents before they start at the nursery to ensure they are fully aware of the children's abilities. These are then used to inform planning. All planning is adapted to suit the individual needs of the children that are participating in the activities. Staff are highly skilled in using open ended questions to enhance the children's learning. Staff adapt the language they use depending on the age and ability of the children that are accessing the activities. As a result all children are attaining very well. Staff use the information gathered from the ECAT effectively to ensure they are narrowing the achievement gap with all of the children.

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Children thoroughly enjoy caring for the nursery's chickens and collecting eggs on a daily basis which are used to provide meals for the children. Children also tend to vegetables and plants they are growing and they use these for their snacks during the day. . Well developed routines encourage social skills and consideration for others. There are missed opportunities at meal times to fully enhance the children's independence skills as staff the children's meals for them.

Children have their learning extended through the free flow system to the outside area. The staff use this as an extension of the learning experiences they have inside. This greatly enhances the children's learning as they are able to adapt the learning to meet the individual learning styles of the children. Staff are highly skilled in using questions and key words to make the children think about what they are doing. Staff are skilled in using descriptive words whilst carrying out activities such as making fruit jellies and fruit kebabs to get the children thinking about the activities and to enhance their language skills. The children talked with the staff about the tastes of the fruit, what they smelt like, the older children cut up their own fruit for the kebabs and the young ones spoon the fruit into a cup to

make their jellies. This allows the children to develop excellent skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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