

# The Hunny Pot Day Nursery

Launceston Road, Little Hill, Leicester, LE18 2GZ



## Inspection date

25 July 2017

Previous inspection date

14 January 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The senior management team are very passionate about achieving the highest quality in all areas of the provision. They actively seek the views of practitioners, children and parents when evaluating the setting. Well-targeted improvement plans help to maintain the excellent outcomes for children.
- The provision of activities is meticulously planned to encompass children's interest and fully support their learning. Practitioners expertly adapt activities to engage the abilities of all children to ensure every child feels a sense of achievement.
- The extremely successful key-person system supports children in forming highly secure attachments. Practitioners have a very good rapport with the children. Also, excellent interactions and thoughtful care routines foster children's well-being and contentment.
- The excellent educational programmes have depth and breadth across the seven areas of learning. Assessment is precise, sharply focused and includes all those involved in the child's learning and development.
- The parents are overwhelmingly positive about the nursery. They comment that the practitioners are very nurturing towards the children. Parents say the practitioners are exceptional at including them in their child's care, learning and development.
- The health, welfare and well-being of children are paramount. Practitioners encourage children's independence in their healthcare and they learn the importance of eating healthily.

## What the setting needs to do to improve further

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

- continue to enhance the opportunities for pre-school children to expand upon their understanding of numbers.

### 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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, senior manager and providers. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Practitioners have an excellent understanding of how to keep children safe. They know how to recognise signs which might indicate that a child is at risk from harm and how to report any concerns. The manager uses highly effective systems to monitor the progress made by different groups of children. She swiftly identifies any gaps in their learning and successfully puts in place measures to ensure that these are rapidly closed. For example, it has already been identified that the pre-school children are not making as rapid progress with numbers. The manager rigorously monitors the provision, and this includes regular peer observations. This, along with regular in-house training, enhances practitioner's delivery and practice. Practitioners quickly engage parents and equip them with any additional knowledge and skills they need to help their children flourish at the nursery and at home.

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

Practitioners assess children's progress very accurately and provide highly stimulating activities to enhance their development. Children benefit from an extensive range of resources that enable them to explore their own ideas and interests. Group times engage children in discussions on topics, such as the weather and how they feel. Children happily try everything because activities are fun and challenging. For example, babies have lots of fun as they make sounds with the large metal bowls and pans. Toddlers practise using tools with control as they use hammers to splatter paint. The pre-school make 'potato people' using vegetables. They learn to cut safely with knives and talk about the vegetables being healthy for them. Practitioners play and work alongside children, encouraging them to be independent and intervene when appropriate. Consequently, children are resilient learners and they persevere in activities.

### Personal development, behaviour and welfare are outstanding

Children thrive in this extremely welcoming and stimulating environment. Practitioners ensure that the diversity of families who have children attending the nursery is valued and celebrated exceptionally well. A well-established key-person system and highly effective settling-in procedures result in children developing very secure bonds with practitioners and their peers. Children's behaviour is exemplary. They show a deep awareness of their own feelings and those of others, and display extremely high levels of self-control and cooperation as they play. Children learn about keeping safe. For example, practitioners allow children to take safe risks and are there to support and help them as needed. Children enjoy freshly prepared nutritious meals and snacks. They take part in daily physical activities where they learn the benefits of keeping themselves healthy. This greatly enhances children's understanding of their physical needs.

### Outcomes for children are outstanding

All children are highly motivated to learn and show high levels of concentration and enjoyment as they play. They develop a wide range of skills and knowledge that support the next stages in their learning, including being ready to start school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY300863  |
| <b>Local authority</b>                           | Leicestershire  |
| <b>Inspection number</b>                         | 1102003   |
| <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>                    | 103   |
| <b>Number of children on roll</b>                | 226   |
| <b>Name of registered person</b>                 | The Hunny Pot Day Nursery Limited   |
| <b>Registered person unique reference number</b> | RP911028  |
| <b>Date of previous inspection</b>               | 14 January 2014   |
| <b>Telephone number</b>                          | 0116 2811113  |

The Hunny Pot Day Nursery registered in 2005. The nursery employs 21 childcare practitioners. Of these, nine hold appropriate early years qualifications at level 3, two are qualified at level 2, two at level 4, one at level 5, one at level 6, one has early years professional status and one has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out-of-school club is open from 7.30am to 8.45am and from 3.15pm to 6pm. The holiday club is open from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language.

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