

# The Hunny Jar Day Nursery

81 Kilby Road, Fleckney, LEICESTER, LE8 8BP



## Inspection date

15 June 2018

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

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

- The management team uses its extensive childcare knowledge and experience to effectively monitor all aspects of the nursery's organisation. This helps to secure good-quality provision and successfully promote children's learning and development.
- Staff have high expectations of children's behaviour and provide consistent praise and reward. Children quickly learn about the nursery values through their representation as animal characters. Reward jars of pom-poms and marbles help children work together to earn treats, such as visits to feed the ducks.
- Staff are knowledgeable about children's early mathematical development. They receive excellent training and use their learning from this to plan and support children's mathematical skills. For example, younger children happily count, thread and draw lines. Older children confidently recognise numbers and use simple addition in their play.
- Children thoroughly enjoy their time at this friendly, nurturing nursery. They form positive relationships with both staff and other children.
- Parent partnerships are a strength of the nursery. Staff provide parent workshops and home learning packs to support children's continued learning at home.

### It is not yet outstanding because:

- Occasionally, staff working with older children do not recognise opportunities to listen to and follow children's ideas.
- Babies do not have as many opportunities indoors to develop and extend their mobility and physical skills, such as pulling themselves up to stand.

## What the setting needs to do to improve further

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

- support staff working with older children to recognise and extend opportunities to listen to and follow children's ideas
- provide more opportunities indoors for babies to develop and extend their mobility and physical skills.

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

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The strong management team is committed to making continual improvements to the nursery. They evaluate the quality of their provision and actively seek the views of children, staff, parents and partners, such as the local school, to identify areas for further development. For example, they review lunchtime routines in preparation for school transition. The arrangements for safeguarding are effective. Robust recruitment procedures ensure the suitability of all staff working at the nursery. Managers provide frequent reminders to staff about their roles and responsibilities to keep children safe. Staff are extremely confident about the steps they must follow if they have any concerns regarding a child's welfare. Parents have welcomed the changes made since the nursery's reopening. They comment on the strong focus on preparing children for the learning programmes they will follow at school.

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

Staff gather information from parents about children's interests, learning and activities at home. They include this information in children's online learning records and on 'fantastic families' and 'tree of knowledge' displays. This helps children to feel secure and provides excellent continuity in their learning and development. Staff accurately observe and assess children's achievements and plan stimulating activities to support their next steps in learning. For example, babies are fascinated to discover the effects of their actions as they fill and empty pans in the outdoor kitchen. Older children enjoy role play and use this to learn about the local and wider environment. They refer to a colourful 'phone book' to invite the local school and shop to their imaginary party.

### Personal development, behaviour and welfare are good

Children learn about the benefits of following a healthy lifestyle. They enjoy fresh air and exercise and understand the value of different food groups. During lunch, children confidently talk about how the 'mighty veg' and 'powerful protein' on their plate can help them to grow stronger. Children receive encouragement to become independent and develop self-care skills. The 'nappy academy' supports younger children's toilet training. Children giggle as they follow the flag-waving leader and receive stickers and certificates to reward their progress. Parents compliment the innovative approach to this area of development. Children develop a good understanding of personal safety. They assist staff in their outdoor safety checks and learn how to use computers and tablets safely.

### Outcomes for children are good

Children make good progress across all areas of learning. They are well prepared to move to the next stage of their learning, including their move to school. Babies and younger children confidently join activities and enthusiastically 'have a go' when presented with new activities and resources. Children's literacy skills are developing well. Younger children enjoy making marks, which helps to strengthen their finger muscles in readiness for writing. Older children link sounds and letters in names and familiar words.

## Setting details

<b>Unique reference number</b>	EY501507
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1053561
<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 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	69
<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>	Not applicable
<b>Telephone number</b>	0116 202971

The Hunny Jar Day Nursery registered in 2015. It operates from 7.30am to 6pm Monday to Friday all year round, except for bank holidays. The nursery employs 16 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, three hold level 2, three hold level 4, two have early years professional status and one has qualified teacher status. 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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

