

# Honeypot Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** 103714  
**Inspection date** 30/08/2011  
**Inspector** Claire Parnell

**Setting address** 136 Princes Avenue, Walderslade, Chatham, Kent, ME5 8AJ

**Telephone number** 01634 867712

**Email**

**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

Honeypot Day Nursery is a private setting that opened in 1990. It operates from three rooms in a detached bungalow in Walderslade, an area of Chatham in Kent. Children share access to an enclosed, outdoor area. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years register and the voluntary and compulsory parts of the Childcare register. There are currently 48 children attending within the Early Years age range. Of these, eleven children receive funding for early education. The children come from the local area. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 14 members of staff, of these, 13 hold appropriate Early Years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery mostly supports the learning, care and development of the children well. Children play in safe boundaries and are supervised at all times, although the legally required documentation and checks for hazards are not always adequately completed. The nursery positively engages parents in their children's continuous development and care and partnerships with other settings are appropriate. The nursery's capacity for maintaining ongoing improvements is developing although not always effectively monitored.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment.) 31/08/2011
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 31/08/2011

To further improve the early years provision the registered person should:

- review the effectiveness of the resources to promote equality and diversity
- develop consistent assessment and planning systems to provide an individual programme of intentional learning for all children
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well due to the nursery staff's knowledge and understanding of child protection procedures. Robust recruitment and suitability checks are carried out to ensure children are cared for by appropriately qualified, experienced and checked staff. All staff have attended additional training and have access to a wealth of information regarding the events of any concerns. More than adequate staff have attended and hold current first aid certificates to promote children's welfare. Documentation such as accident, medication and attendance records are completed satisfactorily to promote children's welfare. However, risk assessments of some areas of the nursery and the garden are not always documented to monitor for hazards to promote children's safety. Also a relevant risk assessment for regular outings to "Fundrum" is not carried out or documented and is therefore a breach of regulation.

The nursery is developing their evaluation systems and can identify their strengths. However, regular monitoring does not occur to promote a reflective practice regarding the effectiveness of the care and development systems for children. The nursery receives support through the local authority's early years department, regarding the development and evaluation of their services to parents and the children. Some staff show a very positive attitude towards further development and are eager to extend their knowledge and professional development to promote better outcomes for children. Most of the recommendations from the last inspection have been successfully met.

Children have access to a good range of resources throughout the nursery and benefit from the recent improvements to the outside play area and the activities, equipment and space they have available to them. Children can access further equipment through low level storage containers and are encouraged to take responsibility for tidying away other activities first. Staff who attend further training are eager to cascade this new knowledge to their colleagues, to share new strategies and update their skills.

Children have access to some resources that reflect positive images although this is not always consistent throughout the nursery or promoting all areas of diversity. For example, at the role play table children had access to hairdressing dolls which only reflected white, blonde haired people. Children celebrate some cultures that are mainly Christian based with an additional two cultural festivals of Diwali and Chinese New Year. Children's details relate to their religious and cultural background for staff to reflect throughout their care and learning.

The nursery have some links with local schools and are eager to develop better

relationships to promote a more confident transition for children in their care. Advisory teachers and development workers regularly visit the setting to support and advise all staff. The nursery currently does not have any children in shared care but has a clear understanding of making liaisons with other settings for the continuous care and developmental needs of children.

The nursery promotes positive engagement with parents. Parents are openly happy and feel welcome in the nursery, talking to staff about their children's development and care in the nursery and at home. They all have access to their children's learning journals, sharing information about their achievements. Parents have access to a wealth of information displayed in the entrance hall and in their children's rooms with regard to local events and services, menus, Ofsted information and policies and procedures. Parents and carers receive verbal information about the children's day, when they are collected, to ensure all relevant details are passed on to the home environment.

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

Children are very settled and happy in their environment. Children moving to new rooms are sensitively cared for and monitored closely. For example, a two year old is returned to the toddler room when he becomes distressed and is in need of familiar surroundings and staff. Children confidently make choices from mainly pre-selected activities, completing them to their satisfaction. Staff interacts very effectively with the children, watching to see when to pull back and allow the children to lead their play. For example, older children in the garden decide to make the large blocks into a house and re-enact the story of "the three pigs". Staff give effective suggestions every now and then and watch closely to make sure none of the bricks cause any danger to the children. Staff use open ended questions to make children think and question their play. They are inquisitive and confident to ask question about new equipment and visitors to the nursery.

Children learn to problem solve. For example, a four year old holds four fingers up and states that she is four years old, confidently stating that she will be five next and shows five fingers. Younger children explore new equipment such as trampolines and work out how to use them. Children thoroughly enjoy exploring outside space and equipment available to them. Younger children sit, exploring and experimenting with natural materials. For example, a one year old clicks the button on a metal jar lid, looking at the button and waiting for the noise. Older children explore natural surroundings of growing beds where they have learnt about the cycle of growing plants and vegetables from seed, harvesting and eating them. This also helps children to understand about healthy eating. Children thoroughly enjoy role play, using equipment available to them to adapt games as they are acted out, changing their roles and the storyline. Younger children take part in quiet song times and looking at books to recognise familiar pictures and characters developing their initial understanding of pictures relating to a meaning. Some older children have a very clear understanding that print carries meaning as

they independently make books using drawn pictures and written words with correctly formed letters. Staff encourage children to develop movement and challenge younger children to new equipment such as swings. Staff adapt equipment to ensure all children's are able to participate in the play. All these activities help to promote children's skills for the future.

Although staff know their key children well, planning does not always promote further development for individual children. Weekly plans reflect mainly on resources rather than what they would like each child to learn and achieve from the activities. Written focus observations are made on a monthly basis and used to link and track children's development to the Early Years Foundation Stage. However, spontaneous observations are not always used to relate to children's ongoing development. Starting points are gained from parents once the children are settling but these mainly relate to children's care and welfare needs rather than including children's developmental needs.

Children's health is promoted well throughout the nursery. Children learn about hygiene procedures from a very early age, washing their hands after nappy changes and before meals. Staff follow strict procedures to promote good hygiene practices. All children have access to fresh drinking water, both indoors and outdoors. Children are encouraged to make healthy choices at snack time with a variety of fresh fruits and vegetables. Freshly cooked nutritious meals are provided for all the children, according to their weaning needs and dietary requirements. Children have access to the outdoor area on a daily basis to gain fresh air and to partake in physical exercise, therefore promoting their wellbeing. Children visit a local soft play area on a regular basis to use additional equipment and to promote their social interaction with others.

Children's behaviour is good throughout the nursery. Most staff have a clear understanding of promoting positive behaviour and use shared and effective strategies to promote children's good social skills and relationships with their peers. Staff act as good role models, supporting each other with good examples of manners and interaction.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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