

# Honey Pot Nursery

Inspection report for early years provision

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**Unique reference number** 151503  
**Inspection date** 16/03/2012  
**Inspector** Cilla Mullane

**Setting address** The Early Years Centre, Dover Road, Folkestone, Kent,  
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**Type of setting** Childcare - Non-Domestic

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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**

Honey Pot Nursery registered in 2001. It operates from The Early Years Centre in Folkestone, Kent. The nursery has access to two rooms, an office, toilets and an outside area. The nursery serves the local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 38 children aged under eight years, all of these may be in the early years age range. There are currently 61 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years old. The nursery works with children with special educational needs and/or disabilities, and children who are learning English as an additional language.

The nursery opens five days a week, term time only. Sessions are from 8.45am to 11.45am, 1pm to 4pm, or all day from 8am to 6pm. Children attend various sessions or all day.

There are 11 staff who work with the children, including the two managers and an early years teacher. The centre manager oversees the provision and there is an administrator. Most of the staff hold qualifications to at least Level 3 and one member of staff is currently training. The nursery receives support from an early years' advisor.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive, are enthusiastic and independent learners and overall make great progress from their individual starting points. Staff promote their emotional wellbeing and physical safety extremely well by careful and consistent implementation of robust procedures. Staff work exceptionally well with other agencies who support the children, which contributes significantly to their excellent wellbeing and progress. Partnership with parents is a key strength of the nursery, and they are very much included in their children's care and education. Resources are effectively deployed, with the indoor environment being particularly rich, challenging and stimulating. Practitioners make very effective use of monitoring and evaluation, which takes into account the views of parents and children, leading to an exceptional ability to maintain continuous improvement.

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

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

- developing the outdoor area to increase opportunities for children to grow food to increase their enjoyment of healthy eating and to explore, investigate and observe change over time

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

Attention to children's welfare is a high priority. Staff fully understand how to implement local safeguarding procedures. All staff are appropriately vetted. The implementation of systems to check the safety and hygiene of the premises result in an extremely safe setting. Especially well-maintained records of children's medical needs and allergies help to ensure that children stay healthy and safe.

Managers and staff work as a great team to maintain high standards of care and continually improve outcomes for children. Staff share management's commitment to provide the best service to children, their families and carers. Managers use rigorous and extensive monitoring to check that all aspects of the nursery are effective. Improvements have been made to systems so that they monitor children's progress even more effectively. Staff follow national initiatives to further improve practice and outcomes for children, such as for early communication and language. The environment indoors is superb, and space is well organised so that children can make informed choices and initiate their own play and learning. Staff beautifully display and annotate children's work. Staff deploy themselves expertly to support children's play or to allow them to work on their own. Outdoor areas provide a covered area and good range of activities that staff are planning to increase. However, there is no planting area to extend opportunities for children to explore and investigate how things grow and change over time.

The nursery is highly inclusive and welcomes children and families from widely diverse backgrounds and cultures. All children play very well together, accept their differences, join in and make friends. Staff work extremely effectively with children with special educational needs and/or disabilities, so that they are fully integrated and make great progress. Extremely strong links with other agencies, and good liaison with other professionals within the centre, result in children and families receiving highly positive and consistent support.

The nursery staff have extremely strong and supportive relationships with parents, who value and appreciate staffs' friendliness and competence. Staff frequently film the children's achievements and play and make this into discs for parents, who are therefore able to see first-hand that their children are happy and progressing. Play sessions to which parents are invited encourage them to play with their children more, and give them ideas to continue their children's learning at home. Play sessions and parents' forums enable parents to be fully included in their children's care, and to play a full part in the running of the setting.

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

Children make maximum progress in their learning from their starting points. Adults skilfully respond to their interests and support their play and learning. They know the children extremely well, enabling them to plan activities tailored to the needs of each child. Thorough records track children's progress to make sure it is consistent across the areas of learning. Highly effective planning of activities contributes greatly to children's enjoyment and enthusiasm. Adults continually note children's interests, and ask them what they have enjoyed, and add this promptly to the planning sheet, ensuring that children remain interested and motivated.

Children often take charge of their own learning. They become excited when they find that coloured tissue paper turns water green, and then, supported by adults, they experiment with paper of different colours and textures to extend their learning. They discuss recent activities with enthusiasm and pleasure. Over lunch, they chat about the lambs that were brought to the nursery, remembering the details of their antics with delight.

Children clearly show that they feel a strong sense of safety within the nursery, and that their emotional needs are met very well. Staff visit the children at home before they start attending the setting, which helps children settle easily, and contributes greatly to their sense of belonging. When children listen to a story with an adult they fetch fluffy blankets and snuggle up under these, feeling extremely cosy and secure. An excellent key person system helps children feel safe. They know which adult is their special person, and staff make sure that only key people change the children's nappies.

Children behave exceptionally well, showing a high level of self-control. When using the computer they negotiate turn taking, discussing and understanding the use of the timer, and behave fairly. Adults frequently discuss the effect of children's actions on the feelings of others, helping them to empathise and behave in a caring way.

Children gain all the skills they will need to make the most of their learning in the future. Activities such as making 'silly soup', thinking about the sounds of the names of objects that rhyme, help them link sounds to letters and develop their communication skills very well. Staffs expert use of questioning techniques helps children to chat about their experiences and tell stories, increasing confidence and speech development. They are inquisitive and excited by learning. Children show good knowledge of healthy lifestyles. They confidently discuss the need to wash germs off their hands. They are enthusiastic about eating fruit, finding pictures of the fruit they have for snacks. However, they do not have many opportunities to grow their own food to further extend their enjoyment of healthy eating. Children show strong self-help skills and they develop independence with their personal hygiene. Outside, the equipment generally challenges them; they make their own balancing bars and find new ways to use the 'wobbly walker'.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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