

# Honeypot Day Nursery Ltd

136 Princes Avenue, Walderslade, Chatham, Kent, ME5 8AJ

<b>Inspection date</b>	30/08/2013
Previous inspection date	30/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a superb knowledge of the individual children. Their care needs are met extremely well and as a result, children are happy, settled and secure.
- Staff have very good relationships with parents and carers in meeting children's individual needs and continuity of care.
- Children are highly confident and show an excellent level of independence for their age, as the environment is highly stimulating.

### It is not yet outstanding because

- Children are not always encouraged to write and make marks for a purpose. For example, writing materials are not always freely available in different areas of the nursery.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play indoors and outside.
- The inspector and manager completed a joint observation in the pre-school room.
- The inspector sampled records and documentation.
- The inspector carried out question and answer style meeting with the manager and key person.
- The inspector spoke to four parents.

## Inspector

Julie Ready

## Full Report

### Information about the setting

Honeypot Day Nursery is a private setting that registered in 1990. It operates from three rooms in a detached bungalow in Walderslade, an area of Chatham in Kent. All children share access to a secure enclosed outdoor play area. It is open each weekday from 7.30am to 6.00pm all year round. This nursery is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 39 children on roll. The nursery employs 12 staff of these 11 hold appropriate early years qualifications. Staff provide support for children who are learning English as an additional language and those who have special educational needs and /or disabilities. The nursery receives funding for free early education for children aged two, three and four years of age. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance children's writing skills further, for example, by providing writing materials in the role play areas so that children can write for a purpose.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff use play visits to get to know the children before they start. Parents are encouraged to share information about their children on an 'All about me' form and through discussions with the key person. This helps to identify children's initial starting points when they start at the setting and identify any additional support they may need. Staff have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage Staff. They work well as a team to implement this for each of the children attending. Staff use regular observations of the children playing and assessments of their progress assist in the planning of a broad range of fun and challenging play experiences and activities. Staff regularly record children's experiences in their 'learning journeys'. Practitioners know the children well and are clearly able to describe the progress they make. Information from the learning journals is used to compile the children's progress check at age two. Parents and children have regular access to these documents and are encouraged to add to them.

Parents are welcomed into the setting during arrival and departure times so they can see the environment and the displays of their children's work. Parents are encouraged to celebrate their children's achievements on a special display, which gives an opportunity to

share the children's interests and events from home. For example, if they have learnt to swim or given their dummies to the dummy fairy. There is a good balance of adult-led and child-initiated learning. Staff encourage children's learning in a supportive and well-resourced environment. For example staff observe a child lining up the toy cars and ask 'How many are there?' and 'Would you like the garage out?'

Mathematics and literacy is well supported within the setting both indoors and outside. Practitioners encourage children to count the pieces of dough as they cut them and place them in a line. This encourages children to develop an awareness of number names and recite them in sequence. Children learn about quantities and size whilst building a pirate ship with small and large construction pieces in the garden. Toddlers enjoy sitting with staff and listening to stories, whilst older children access books independently. Staff talk to the toddlers constantly and engage them with skilful questions, which sustains their interests. For example, 'Where is the squirrel?' and 'How many monkeys can you count?' Children are not always fully encouraged to write and make marks for a purpose. For example, writing materials are not always freely available in different areas of the nursery, such as in the role play areas.

The outdoor area is particularly well developed and offers a wide variety of play experiences. It has recently been enhanced taking into account the views of the children. Parents comment how much the children love digging for treasure and playing camping in the tents. Children can choose to dig in the gravel, catch water from the water cascade, build with construction bricks or play in the builder's yard role play area. Children make regular visits to the local activity centre and enjoy talking about what they see on the way. This reinforces their learning about the world around them.

### **The contribution of the early years provision to the well-being of children**

Staff demonstrate excellent care practices, which ensures that all children, especially very young children, make secure emotional attachments. Children settle very quickly and staff are highly skilled when comforting them which promotes a very calm environment. Staff fully nurture children's well-being through effective provision for personal, social and emotional development. For example, there is a second key person appointed to act as a buddy to each child so there is consistent communication at times of sickness or holidays.

Children are supported very well when starting the nursery and moving between the rooms. For example, play visits and sharing information with parents supports children's ability to trust the adults who care for them. Children, including those who are learning English, enjoy being here and show confidence in staff because staff respond promptly to any emerging needs and identify ways in which to offer the extra support needed. The key person will research the child's native country to identify festivals and pictures that the child may relate to. Parents provide key words with pronunciation to ensure all children receive effective support.

Children know how to keep themselves safe and are actively encouraged to be aware of danger. For instance, staff regularly practise the evacuation drills with children so they

have a good understanding of what to do in an emergency. Staff are highly effective in encouraging children's independence and self-care. For instance children are regularly encouraged to wash their hands and brush their teeth after meal times. Staff are vigilant in wiping children's noses and act as excellent role models as they are extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb.

Children self-serve at lunch time and use cutlery independently, they pour their own drinks using small jugs. The cook prepares all snacks and meals and sometimes uses produce the children have grown such as potatoes and strawberries grown in the garden. On the day of the inspection the children thoroughly enjoyed homemade quiche. All of the children enjoy access to the outdoor area given them regular access to fresh air and appropriate clothing such as wet weather suits are always available. This allows children access to the outdoor area in all weather.

Children behave extremely well, developing their skills by playing together in small groups with support from staff that is not intrusive but allows them freedom to explore. Children are exceptionally well prepared for changes they may experience such as starting school. For instance the teacher visits the setting and discusses the child with the key person. Staff plan activities such as show and tell to ensure children are ready to move on to school.

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

The manager is motivated to drive improvement and support staff in continually developing the service they provide. The manager regularly monitors all aspects of the provision and has a good understanding of the safeguarding and welfare and learning and development requirements. The nursery has taken positive steps to address the action and recommendations made at the previous inspection. They have also made any changes needed from the implementation of the Statutory Framework for Early Years Foundation Stage. Robust recruitment procedures and staff selection are in place and new staff undergo an induction programme. The staff show a good understanding of how to maintain the safeguarding and welfare requirements and children's safety is given high priority. Effective procedures ensure that staff identify and reduce risks to children. For example, the entrance door is closely monitored during arrival and departure times and the daily risk assessments are consistently completed.

There are good systems in place to ensure all members of staff are involved in developing the nursery, for example the recent changes to the outdoor area encouraged whole team input. Regular staff supervision and appraisal identify and support staffs professional development. As a result, staff feel valued by the management so they are enthusiastic, motivated and morale is high.

Staff seek parent's views through questionnaires. They share information through regular newsletters and there is a parent's noticeboard that displays a variety of useful

information. The nursery offers parents regular opportunities to discuss their children's progress and input into their children's 'learning journals'. Parents are encouraged to contribute to the children's 'learning stories' and share 'wow, moments from home. Staff invite parents into the nursery discuss the progress check at two years and the transition form for school.

Staff seek children's views through planned activities. For example, children contributed their ideas and views for the garden refurbishment. This shows that the nursery encourages parents and children's views and welcomes suggestions from them to help them improve further. Parents are happy with the information they receive when their children start at the nursery and appreciate the effort staff make to ensure they feel welcome. They appreciate the regular discussions they have with staff on a daily basis and find staff friendly and approachable.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	103714
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	813245
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Honeypot Day Nursery Ltd
<b>Date of previous inspection</b>	30/08/2011
<b>Telephone number</b>	01634 867712

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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