

# Honeypot Day Nursery Ltd

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

<b>Inspection date</b>	07/04/2014
Previous inspection date	30/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		2
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

- Children are extremely enthusiastic and independent learners.
- Staff are exceptionally sensitive to children's emotional well-being, particularly those who are unwell or require additional support.
- The impressive range of resources in the indoor environment very successfully engages children's interest and extends their learning.
- Effective self-evaluation and a strong focus on staff development result in a service which is continually improving.
- Children play and learn in a hygienic environment and enjoy nutritious meals which are planned to reflect their individual dietary requirements.

### It is not yet outstanding because

- Staff do not always encourage children to make full use of the impressive outdoor areas on days when it is not warm or sunny.
- Parents receive regular updates on their children's progress but this does not always include specific details of how staff intend to promote their future learning.

## 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 viewed all areas of the nursery.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector viewed a selection of documentation including incident records, policies and children's progress records.

## Inspector

Liz Caluori

## Full report

### Information about the setting

Honeypot Day Nursery registered in 1990. It is privately run and operates from three rooms in a detached house in Walderslade, an area of Chatham in Kent. There is a fully enclosed outdoor play area.

The nursery opens each weekday from 7.30am to 6pm all year round. This nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 47 children on roll. The nursery is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language. The nursery receives funding for free early education for children aged two, three and four years.

There are 14 staff employed to work with the children including the manager and a cook who also provides childcare after lunch each day. Of these 13 hold appropriate early years qualifications.

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

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

- increase the opportunities for children to explore the outdoor area to enable them to engage in physical exercise and explore the natural world
  
- extend the encouragement for parents to take an active role in their children's learning by involving them in setting future goals.

## Inspection judgements

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

Children make good progress because staff provide many good learning opportunities. They plan interesting activities which children enjoy and which offer a suitable level of challenge. Babies benefit from exploring resources which promote their coordination and stimulate their senses. For example, they have fun banging metal lids together and listening to the sound they make. Those who are learning to walk benefit from good encouragement to develop their strength as staff support them as they bounce on their feet. Children who move on from the baby room receive sensitive help to promote their independence. They develop their creativity through role play games as well as exploring art materials and learning techniques to mark marks using paints.

Pre-school children are extremely independent and motivated in their learning. They very

confidently select activities and concentrate well on their chosen tasks. For example, a group of children engaged in a threading and stitching activity diligently make patterns and several attempt to form letters from their name. These older children are also very curious, asking many interesting questions and soaking up information. Staff skilfully support children to learn through self-discovery by encouraging them to think things through. For instance, when discussing the purpose of horse shoes a member of staff suggests that children consider where people wear shoes.

Throughout the nursery staff use good strategies to promote children's communication and language skills. Those working with the babies recognise the importance of good facial expressions and positive body language. They smile as they speak to children, use children's names and use simple, clear vocabulary. Staff working with older children use repetition and open-ended questions to promote children's speech. As a result children engage in very animated and fascinating conversations with staff and with their friends.

There are some strengths in the provision for physical play. The garden area is extremely inviting with ride on toys, a gravel pit, a climbing frame and large grass area for children to run around and to explore nature. However, staff do not always take children out for extended periods of play in poor weather. This does not fully support children in the pre-school who have high levels of energy at certain times, particularly after lunch.

Staff discuss children's interests and abilities with their parents when they first start and this helps with the settling in process. Staff undertake sensitive observations of children and get to know them well. This enables them to plan activities specifically to reflect children's individual needs. They provide parents with regular updates of children's progress including completing the required progress checks for two-year-old children. However, arrangements to include parents in planning future learning experiences for their children are less effective. Parents who speak regularly to staff receive a lot of detailed information verbally. However, those who only view their children's written progress records have less specific information to help them cohesively promote their children's learning at home.

The care of children with special educational needs and/or disabilities is particularly well coordinated. One staff member takes the lead for liaising with parents and other professionals, such as speech therapist to support children to reach their full potential. Appropriate arrangements are also in place to support children who speak English as an additional language.

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

Highly effective key person arrangements help children to develop a strong sense of security. Children acquire very good social skills. They are friendly, polite, play cooperatively and make effective friendships. Staff supervise children well and act as very good role models which helps children to learn to manage their own behaviour. Children generally behave safely and listen well to guidance from staff. They have opportunities to take carefully managed risks as they explore their own physical capabilities using the

climbing equipment.

There is a very good range of toys and equipment aimed at promoting all areas of children's learning and development. Staff very confidently explore the indoor resources and use these effectively to extend their games. They independently select books, search through boxes of toys and discover interesting items such as horse shoes and grooming brushes. Children also enjoy exploring sensory materials, for example they have great fun as they very carefully paint plastic animals with pink shaving foam. There is a broad range of equipment outside to enable children to take part in many different activities. There is also a gazebo to provide shade when needed. However, the limited use of the garden in poor weather means that children do not gain full benefit from exploring these resources.

Children enjoy nutritious snacks and meals which are cooked on the premises. Menus are prepared in advance for parents to see and reflect children's individual dietary needs. Drinks are available for children to reach for themselves in all rooms. Staff teach children good personal self-care skills, ensuring that they wash their hands before eating and offering tissues for nose blowing when necessary. Staff are extremely attentive to children's health needs. They respond promptly when children are hurt or unwell and liaise closely and effectively with parents to ensure children's well-being.

Staff prepare children well for their move to school. They have clear processes in place to liaise with local schools to ensure that children's needs will be catered for in the new environment. They also invite teachers in to the nursery to introduce themselves to the children.

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

The provider demonstrates a good understanding of the requirements as set out in the framework for the Early Years Foundation Stage. The management team are fully aware of all the areas they need to notify Ofsted about. There are effective risk assessment processes in place and these are reviewed as the need requires. For example, following on from an incident they notified Ofsted of the management team have completed a review of the risk assessment process regarding supervision of children near the safety gates. Following this review they now request that parents keep them fully informed if they have taught their children to open safety gates and then factor this into the risk assessment process. In addition, a member of staff now remains in front of the children each time they queue up. Therefore children's welfare and well-being are given high priority by the nursery management.

The manager and staff team work very effectively together. Staff are effectively deployed around the nursery to supervise and meet the needs of the children. They fully understand their responsibility to promote children's learning and development and do this well. They meet regularly to evaluate the provision and to promote ongoing improvements. The manager also has a robust system in place to supervise staff and enhance their professional development. This involves regular one-to-one meetings and peer

observations in order to identify any training needs among the team. Therefore the management demonstrate a strong drive to maintaining continual improvement to improve outcomes for children, parents and staff.

The manager takes a leading role in child protection and regularly attends training to keep an up-to-date knowledge of required procedures. Clear processes are in place should any concerns arise about the welfare of any of the children. Robust recruitment arrangements ensure that staff caring for children are suitably vetted and experienced. Risk assessments are undertaken and staff review these regularly, putting in place appropriate precautions to minimise any hazards.

Parents receive a friendly greeting when they enter the nursery and this helps children to settle easily. Effective arrangements are in place to work in partnership with other professionals involved in the care and welfare of children, including other childcare settings where care is shared.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	967122
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Honeypot Day Nursery Ltd
<b>Date of previous inspection</b>	30/08/2013
<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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