

# Honey Pots Childcare Limited

Crawley Youth Centre, Longmere Road, CRAWLEY, West Sussex, RH10 8ND

<b>Inspection date</b>	30/10/2014
Previous inspection date	19/10/2010

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

- Teaching is good because staff plan and provide a wide range of activities, firmly based around children's individual interests and next steps in learning. As a result, children are making good progress in their learning and development.
- Comprehensive policies and procedures are in place, implemented effectively by staff and monitored by the provider, to ensure children are safeguarded and their well-being is promoted.
- Management and staff work well together to monitor and evaluate nursery provision, to improve the quality of educational programmes and to promote the well-being of children.
- Partnerships with parents and external agencies are well established. This ensures each child's individual care and learning needs are supported by all those involved.

### It is not yet outstanding because

- Staff have not considered ways to add further resources to the outside area so children can self-select in order to further support their learning outdoors.
- Opportunities to strengthen and increase the information provided to parents, to help them better support their children's learning at home, are not maximised.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main hall and outdoor learning environments.
- The inspector conducted a joint observation with the manager and held discussions with staff.  
The inspector checked evidence of suitability and qualifications of the staff working with the children and the nursery's safeguarding procedures and self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Honey Pots Childcare Limited registered in 2010, although the setting has been a registered provision since 2004. It operates from a youth centre in Crawley, West Sussex. There are two enclosed areas for outdoor play. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. The nursery is open each weekday from 8.am to 6pm for 51 weeks of the year. There are currently 52 children attending who are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for two, three- and four-year-old children. The nursery employs 13 members of staff. Of these, nine hold appropriate early years qualifications at level 2 and 3, including the manager, who also has a degree in early years. The remaining staff are unqualified.

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

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

- enhance opportunities for children to self-select more resources outside, such as writing and drawing materials, to encourage a wider range of spontaneous experiences, which will further support their good progress
  
- strengthen the existing good partnerships with parents through providing even more opportunities to share information, such as details of their child's next steps in learning and development, to help them better support their children's learning at home.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are well met because the quality of teaching across all areas of learning is good. Staff complete ongoing observations to effectively identify children's individual learning needs, and this enables staff to plan a range of activities to support their ongoing progression. This means they use planning effectively, to meet all children's needs. Children's development records clearly show how each child will be challenged appropriately, across all areas of learning.

Staff effectively use the progress check for two-year-old children, and ongoing summary reports, to monitor progress or identify when early intervention may be needed. This

information is then reliably shared with parents. Staff devise individual care plans to ensure that they offer good levels of support to all children. Consequently, parents are fully involved in their children's learning. However, there is scope to extend the existing good partnerships with parents further. For example, by sharing ideas on activities for each child's individual next steps in learning and development. This will support home learning and ensure that opportunities for children to make even greater progress are maximized.

Children demonstrate good communication and language skills. For example, they confidently talk about the moving parts of a fire engine. Staff support children in building their vocabulary by showing them a picture of a fire engine. They pronounce words clearly, add additional words and lots of descriptive language. Children concentrate for long periods of time because staff set them suitable challenges and make learning fun. For example, as children use a claw-grabber to pick up bricks, staff challenge them to find out how many they can pick up in one minute. Children show determination as they persevere, showing satisfaction at their achievements. Staff use spontaneous opportunities to support children's learning. For example, children enjoy local walks, collecting fallen leaves. Staff discuss with them the shape of various leaves, and the changes in texture and colour as the leaves lose their moisture. In addition, staff introduce children to frozen jelly, encouraging them to predict the changes happening as the jelly melts in children's warm hands. Children are encouraged to think about what will happen when chocolate powder is added to shaving foam. They talk about making mud pies and how nice the mixture smells. Children create patterns and write letters in cornflower, and older children confidently sound out each letter to create the word. Children enjoy games of picture lotto to develop their problem-solving skills. Staff are able to access children's mathematical understanding as they question them, asking, for example, how many tractors, farm animals or bales of straw they have. As a result, introducing these games allows staff to assess how well children are progressing in relation to their starting points.

The book area is inviting, for children to sit and look at books or use audio equipment to listen to music. Children handle books with care, and staff are readily available to read to them. Children have opportunities to see and recognise the meaning of letters and words during their imaginary play, to help them understand that words have meaning and a purpose. However, there are fewer opportunities for children to make marks or write letters or words in the outdoor learning environment. Staff support children who speak English as an additional language. Parents are encouraged to share familiar words and phrases in their home language, which staff use throughout daily routines. In addition, toys and resources reflect children's home languages. As a result, children are developing the skills and attitudes needed for the next stage in their learning, including their move on to school.

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

The dedicated staff team meet the needs of all individual children well, by taking into account their specific needs and interests. The key-person system is well established and, as a result, children develop strong and trusting relationships with staff. This helps them

develop a sense of belonging in the nursery and gives the children a feeling of safety and security. Settling-in sessions, where parents slowly build up the time their child spends at the nursery, help to support children in a gradual introduction and transition from home. Staff provide regular opportunities for young children to play with older children, which acquaints them with the staff in different rooms. This supports their emotional well-being when they move to the next room within the nursery.

The atmosphere in the nursery is calm, and children pursue activities purposefully, because staff are good role models. Staff are calm and polite, communicating respectfully with children and each other, creating a harmonious learning environment. Consequently, children demonstrate good behaviour. Children are encouraged to follow basic rules, such as good listening, sharing with friends, and using 'kind' hands. This results in children being polite and respectful, and confident to communicate their ideas with others. Staff show children how to keep the learning environment safe and tidy. When staff slowly clap their hands, indicating 'tidy up time', children happily respond and help each other to put resources away at the end of each session.

Children learn about the benefits of maintaining a healthy lifestyle. They independently and confidently wash their hands before snack and lunch, and find their coats and wellington boots to access the outdoor areas. Snacks and meals provided by the nursery are well balanced and nutritious, and all dietary needs are very well catered for. Parents share information about their children's specific dietary and health care requirements during the initial registration process. Parents and staff talk on a daily basis, and relevant information is updated as children's needs and preferences change. As a result, partnerships with parents ensure continuity in the care of all children. During outdoor play, children safely ride bicycles, successfully navigating around others so they do not bump into each other. As a result, children are safe and secure and develop a good awareness of how to act in a way that keeps themselves, and others, safe. Good resources are available to promote children's physical development and coordination. However, other types of resources, such as writing and drawing materials, are not always freely accessible to them outside, to fully support and enhance other areas of the outdoor learning. Children enjoy the grassed area where they have opportunities to dig soil, plant vegetables, and monitor the growth of sunflowers.

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

Management has a good understanding of their role and responsibility in ensuring that the nursery meets the requirements of the Early Years Foundation Stage. The staff team has a secure knowledge of how to keep children safe. Child protection training is undertaken by all staff, who demonstrate a good understanding about the procedures to follow should they have any concerns about children in their care or their colleagues. A good range of policies and procedures is in place, implemented by staff and monitored by management. The provider has a robust procedure in place for recruiting staff, who then receive a thorough induction into the nursery practice. Regular supervision meetings help staff to be clear about their roles and responsibilities. The provider understands the necessity for

annual appraisals to continue staff's professional development, in order to improve the quality of teaching. Staff complete risk assessments, including daily checks, ensuring the environment remains safe at all times, with any potential hazards identified and minimised immediately.

The provider monitors the delivery of the educational programmes, to identify any emerging gaps in children's learning and to develop staff practice and improve outcomes for children. Staff attend regular training to ensure their childcare knowledge remains current and up to date. The nursery benefits from staff that are well qualified, experienced and work well together as a team. Very good deployment of staff ensures they are available to support the differing needs of individual children. Evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are welcome to share feedback verbally, as well as through parental questionnaires and a comment box.

Effective partnerships and positive relationships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the nursery. Parents report that they are very happy with the standard of care that their children receive. Parents enjoy receiving monthly photographs of their children playing and learning. Effective partnerships with external agencies and local schools are also well established, and contribute to meeting children's individual needs. Nursery staff welcome a range of professionals into the nursery, working with them to support children who have special educational needs.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY408136
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	831631
<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>	60
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Honey Pots Childcare Limited
<b>Date of previous inspection</b>	19/10/2010
<b>Telephone number</b>	01293 527 532

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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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