

Inspection of Spring - Honeyptot (Folkestone)

Dover Road, Folkestone, Kent CT20 1QF

Inspection date: 4 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe and excited to come into the nursery to meet with friends and staff. All staff have high expectations for children and provide an interesting range of activities for them to engage with inside and outside. For instance, younger children practise using tools such as wooden knives and spoons in the home corner. Older children make their own flour dough, using a range of tools and equipment to mix and measure out the ingredients.

Children investigate the recently updated outdoor space and benefit from fresh air and exercise. For example, they join in hide-and-seek activities and take turns to use the tricycles to negotiate their way around the garden. Staff provide a range of nutritious snacks. They discuss the importance of eating a healthy variety of food and remind children to wash their hands before they eat. Children develop their confidence and independence. For example, they skilfully transfer fruit on to their plates using tongs at snack time and help to tidy away their cups and plates when they have finished.

Staff provide exciting experiences to help support children to develop their early writing skills. For instance, younger children explore the textures of the coloured rice as they make marks using their fingers and hands. Older children improve their coordination through dance and music activities.

What does the early years setting do well and what does it need to do better?

- The manager has worked hard to develop a positive culture among her team to help ensure they feel supported within their roles. For instance, she carries out regular supervision meetings with them to celebrate their achievements and set short targets to help them to improve their practice further. Staff attend targeted training sessions to help them to develop their knowledge and skills. However, some staff do not effectively challenge and extend children's learning and thinking skills further.
- Staff are focused on enabling children to develop their listening and communication skills. They successfully encourage children to acquire a love of books and reading. Staff share books and engage children in interactive story sessions to encourage them to talk about the characters in the stories. They have introduced a storybook-lending library and put recordings of stories being read on the electronic application parents have access to. As a result, parents are able to share stories with their children at home, to help develop children's literacy skills.
- Staff support all children, including those with special educational needs and those who are learning English as an additional language, to help ensure they make good progress from their starting points. For instance, they make focused

use of picture timelines, dual-language signs and sign language to support children's communication and language skills.

- Staff observe children effectively as they play and accurately assess their learning. They put in place focused curriculum plans that reflect children's interests and next steps. Any gaps in learning are quickly addressed and additional funding is used effectively to provide targeted resources and experiences some children require to thrive.
- Children learn about the feelings of others and respond positively to behaviour boundaries; they behave well. Children learn about the wider world in positive ways. For example, they celebrate different festivals, such as Diwali and Poppy Day. The children particularly enjoyed dressing up as police officers when the police came in to visit them.
- Children form secure bonds with the staff, who are adept at meeting children's physical and emotional needs. There is a strong sense of community and staff work in close partnership with a range of services to ensure that all children and families receive the support they need.
- Occasionally, transition times during the day are not organised as effectively as they could be. Children are sometimes left waiting too long and become unsettled.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff regularly complete safeguarding training to ensure they have a good understanding of how to maintain children's safety and well-being. They have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. For instance, staff receive training on topics such as radicalisation and exploitation to help them keep children safe. All staff are fully aware of the procedures to follow should they have a concern about a child in their care. The management team has robust recruitment and induction procedures in place to ensure all staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- continue to support staff to further improve their practice to help ensure that teaching is of the highest standard
- review and improve daily routines to ensure interruptions to older children's play are limited.

Setting details

Unique reference number	EY551305
Local authority	Kent
Inspection number	10084086
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	34
Number of children on roll	50
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01303 252091
Date of previous inspection	31 October 2018

Information about this early years setting

Spring - Honey pot (Folkestone) registered in 2017 and is located in Kent. It is operated by Action for Children Development Ltd. The nursery is open each weekday from 8.30am to 4.30pm, during term time only. The provider is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery employs nine members of staff, including the manager. Five staff hold a relevant early years qualification at level 3, two members of staff have achieved early years professional status and one member of staff has qualified teacher status.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The manager explained to the inspector how the early years provision and curriculum are organised during the learning walk.
- The nursery manager and the inspector completed a joint observation.
- The inspector spoke to parents and early years professionals, and took their views into consideration.
- The inspector observed staff interacting with children in all areas of the nursery and spoke with them at appropriate times during the day.
- The manager showed the inspector a range of documentation, including, children's records and evidence of staff qualifications and paediatric first-aid training.

We carried out this inspection 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.

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