

Inspection of Honeypot Day Nursery Ltd

136 Princes Avenue, Chatham, Kent ME5 8AJ

Inspection date: 19 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at nursery. Parents and children are greeted by a member of the management team and children happily go to their designated rooms with staff. These drop-off and collection routines remain in place as a result of the COVID-19 pandemic and parents are happy with the arrangements.

Children have good attitudes towards learning and are curious and interested to explore. Staff plan an extensive range of activities for children to take part in, particularly in the large garden. For example, children role play with their favourite characters in the doll's house, share stories with staff and build in the construction area. Children really enjoy the opportunity to splash in the paddling pool to help keep themselves cool on warmer days. Staff communicate and deploy themselves well across the garden to provide good support for children.

Children play well together and have good behaviour. Staff are positive role models and promote good manners and turn taking. Children listen and respond very well. Additional support for some children is in place where needed. As a result, the atmosphere at the setting is calm and engaging for children.

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

- Staff know children very well. They have a good, detailed understanding of children's development from the start. Children with special educational needs and/or disabilities receive good support to meet their needs. Additional funding is used well. Staff ensure that they share any concerns with parents about gaps in children's progress and work with external agencies where needed. Consequently, all children learn a good range of skills to help them be ready to transition to the next room or on to school.
- Partnership with parents is effective. Parents report that staff know their children are happy at the setting and they have made good progress since starting. Staff share information with them about their children's day and overall development.
- Staff receive good support from the management team. They have detailed inductions and have a clear understanding of their roles. Staff share that they receive good supervision. They are able to share any concerns and discuss their individual practice and developments within the setting. The management team considers staff well-being in its planning of the setting and risk assessments well.
- Children are confident communicators. Staff include activities throughout the day to support this area of development. For example, younger children enjoy choosing songs and singing. Older children begin to explore rhyming words and confidently experiment with the sounds of letters. Any concerns about children's language development are quickly picked up and they receive appropriate

support. As a result, all children make good progress.

- The managers have carefully planned a curriculum based on the needs of the children at the setting. Each room has key aims to develop children's skills, some of which have been as a result of the impact of the COVID-19 pandemic. Staff know the curriculum intent and areas to focus children's learning. However, at times, staff do not consistently extend conversations further to help children's understanding of their own health.
- Children have close relationships with staff. They go to staff for cuddles when they feel tired, and staff know children's home routines well. Children enjoy freshly prepared meals. Their dietary needs are well catered for. Staff work well with parents to understand where children are on their weaning journey. However, at times, staff do not consistently maximise learning and interaction for all children during mealtimes.
- Children enjoy a range of physical development opportunities throughout the day. For example, babies practise pouring water in teapots and staff warmly praise them for their efforts. Toddlers use tweezers to practise moving smaller items around. Older children explore mark making and drawing. Children chat to each other about their achievements and show pride in their efforts.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand their roles to keep children safe. They have good risk assessments in place. For example, they complete daily checks of the site and have risk assessments for individual activities, such as the paddling pool. Staff have a good knowledge of what may cause a concern about a child's welfare. They know where to report their concerns, both internally and externally. The designated safeguarding leads keep contact information up to date so they can take swift action if needed.

What does the setting need to do to improve?

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

- extend the support for children to learn more about what helps them to keep their bodies healthy
- support staff to further build on children's learning experiences and interactions during mealtimes.

Setting details

Unique reference number	103714
Local authority	Medway
Inspection number	10244020
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 at time of inspection	0 to 4
Total number of places	46
Number of children on roll	72
Name of registered person	Honeypot Day Nursery Limited
Registered person unique reference number	RP524155
Telephone number	01634 867712
Date of previous inspection	6 January 2017

Information about this early years setting

Honeypot Day Nursery Ltd registered in 1990. It is privately run and operates from a detached house in Walderslade, Kent. The nursery is open from Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. There are 18 members of staff, 15 of whom hold a relevant level 2 early years qualification or above. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff, parents and children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out joint observations of group activities.

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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