

Spring - Honeypot (Folkestone)

Dover Road, Folkestone, Kent, CT20 1QF



Inspection date	8 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not have a suitable understanding of their roles and responsibilities in regards to safeguarding children. They fail to supervise all visitors to the setting appropriately, to ensure children are kept safe.
- The provider does not ensure sufficient arrangements for staffing are maintained throughout the setting. Consequently, staff are unable to support children's individual care and learning needs fully.
- Staff do not consistently manage children's behaviour. They do not fully support children to learn acceptable behaviour and how to behave towards others. Therefore, children do not behave well or develop skills to enable them to deal with situations in positive ways.
- The programme for support and professional development is not effectively implemented to help improve staff practice and raise the quality of teaching.
- Staff do not provide sufficient opportunities to support fully the learning and development needs of children who speak English as an additional language.

It has the following strengths

- Children show independence as they freely explore and select toys in their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure staff have a thorough understanding of all safeguarding matters and are alert to their roles and responsibilities, particularly with regards to visitors to the setting 	25/06/2018
<ul style="list-style-type: none"> ■ improve staffing arrangements to ensure children are adequately supervised and their care and learning needs are consistently met 	25/06/2018
<ul style="list-style-type: none"> ■ ensure strategies to manage children's behaviour are embedded in practice and used consistently by staff. 	25/06/2018

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

- implement a more ambitious programme for professional development to provide staff with further support to help them raise the quality of teaching to a good level
- ensure strategies to support children who speak English as an additional language are fully embedded from the start.

Inspection activities

- The inspector viewed interactions between the staff and children in the inside space and outdoor environment.
- The inspector discussed, with the setting's special educational needs coordinator, how they support individual children's development.
- The inspector gained feedback from parents and children, and considered their views.
- The inspector spoke to the manager at different times throughout the inspection, to discuss practice and to invite her to complete a joint observation.
- The inspector viewed a range of developmental records and spoke to key persons about children's progression.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that all staff fully understand their role in ensuring the setting's safeguarding policies and procedures are implemented effectively. For example, visitors freely move around the setting, and at times staff do not know where they are. This puts children's welfare at significant risk. However, staff have an understanding of the procedures and processes to follow to record and report any concerns. The staff complete regular risk assessments and ensure the setting is secure. A sufficient recruitment process helps to ensure the suitability of the staff from the start. However, the provider does not consistently take account of the diverse needs of the children attending when deploying staff across the setting. Insufficient staffing arrangements mean that for periods of the day staff are stretched. They are unable to take time to interact with all children and give high levels of care and support. Children become disruptive and their behaviour deteriorates. Although the provider evaluates aspects of the setting, this process is ineffective as significant weaknesses in practice have not been identified. Staff do attend some training. However, the provider does not consistently monitor or support staff professional development effectively. Staff are not provided with sufficient support, coaching and mentoring to help raise the quality of teaching and improve outcomes for children.

Quality of teaching, learning and assessment is inadequate

Staff work with parents and other professionals to observe and track children's development. However, the poor deployment of staff has a significant impact on their ability to support children's learning consistently. When staff are able to involve themselves in children's play, the level of interactions and support given to children is inconsistent across the staff team. Some staff do not effectively respond to children as they play, or recognise how their interactions support children's learning. For example, children start to show an understanding of the names of colours, but staff do not recognise the opportunity to effectively extend children's developing skills. However, there are times when some staff do interact with children in ways that promote aspects of their learning. For example, staff listen and repeat children's words back as they describe the feel of cornflour mixture. This helps to support their communication and language skills. Staff do not sufficiently implement ways to ensure children who are learning English as an additional language are consistently supported. For example, some staff do not understand what children are saying to them and therefore are unable to respond appropriately.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management impact on children's care and well-being. Inadequate staffing arrangements mean the supervision of children is inappropriate. Staff are unable to support all aspects of children's personal, social and emotional development effectively. At times, children's lack of engagement and poor behaviour leads to a chaotic and disorderly environment. Often children behave inappropriately and staff struggle to cope. For example, at times, older children snatch toys from each other and this causes shouting, aggression and upset. Other children

throw toys, and they wait until the staff acknowledge this before picking them up. Children then inform staff that their friends are throwing things out of the bathroom window. Staff do not give children sufficient opportunities to develop an understanding of appropriate behaviour. For example, when children are arguing over the same toy, a staff member calls over and explains that the toy belongs to one of the children and they need to give to back. Therefore, some children continually repeat inappropriate behaviours. Overall, children show little self-control and cooperation in their play. Staff provide children with a range of healthy and nutritious snacks.

Outcomes for children are inadequate

Inconsistent interactions and teaching impact negatively on the progress children make. Consequently, children lose interest in activities, they move on quickly, and are not sufficiently motivated and keen to participate or learn. However, children develop some independence. For example, they start to pour their own drinks at snack time. However, children do not develop satisfactory skills to help them to be ready and prepared for the move to school.

Setting details

Unique reference number	EY551305
Local authority	Kent
Inspection number	1137387
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	104
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01303 252091

Spring - Honeypot (Folkestone) registered in 2017 and is part of the Action for Children, Spring nurseries chain. The nursery opens each weekday from 8am to 4pm, term time only. The setting employs 12 members of staff, 11 of whom hold appropriate early years qualifications at level 3 or above. This includes a qualified teacher. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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