

Inspection date	22 March 2016
Previous inspection date	26 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management successfully forms effective partnerships with other professionals to help effectively promote continuity to children's learning. Children's individual needs are identified and met with timely interventions.
- Management ensures that the setting is open to all children and families. All children are very well supported in their learning and development, including those learning English as an additional language and those with special educational needs.
- Children develop high levels of independence. For example, staff encourage a 'have a go' attitude to children meeting their own personal independence skills.
- All children make good progress from their starting points. Accurate assessments help staff ensure that any gaps in learning are addressed and children gain relevant experiences to help move their development on.
- Staff communicate effectively with parents. For example, weekly emails and termly meetings with parents are used effectively to keep parents up to date with their children's learning experiences.

It is not yet outstanding because:

- Staff performance monitoring systems are not yet fully embedded to help management enable staff to continually build on their good level of teaching.
- Staff do not make the most of all opportunities to extend children's awareness of healthy lifestyles and their understanding of why physical activity is important to them.

What the setting needs to do to improve further

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

- strengthen staff performance monitoring systems further to enable the good level of teaching to continually get stronger
- build on children's awareness of the importance of physical exercise and the benefits of leading a healthy lifestyle.

Inspection activities

- The inspector toured the premises and observed the impact of staff's teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the management and staff about their practice and the impact this is having on children's learning and development.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that robust recruitment and induction procedures are carried out to help ensure that suitable people work with the children. Staff are continually being updated by management about how to recognise and report safeguarding concerns. Staff are vigilant with regard to safety concerns and enable the children to play in safety. Parents, staff and children are given opportunities to share their ideas about how to drive improvements at the setting. For example, recent changes to how staff gather information when children start now enable them to make more accurate assessments of children's progress.

Quality of teaching, learning and assessment is good

Staff understand how children learn. They adapt activities to suit children's different learning styles and levels of understanding. Children experience a wide variety of experiences and activities. For example, they enjoy playing with different materials with their senses. Staff get to know the children's interests and skills very well. They encourage children to remain engaged in activities; for example, staff ensure children take turns and share. Older children's mathematical skills are promoted throughout the day. For example, children count with staff as they look at books, and they build up the number of bricks they can balance in a tower. Regular ongoing assessments of children's progress help management identify and address any areas of learning that need promoting. This helps children to work within or above the range of development typical for their age.

Personal development, behaviour and welfare are good

Staff are compassionate about children's well-being and give support to children who need extra reassurance. Children get to know their key person and other staff well, and are confident to explore and investigate their surroundings. All children play happily alongside each other and make friends. Staff act as positive role models, and children thrive in a calm and respectful atmosphere. Children enjoy healthy choices of food at mealtimes. Staff use these social occasions to encourage them to talk and build on their good manners. Children take part in activities that reflect their own and others' backgrounds, and learn about each other's differences.

Outcomes for children are good

Children are confident and proud learners. Children move from the younger room as they progress in their learning, and enjoy mixing with the older children. Children's early literacy skills begin to develop; for example, children 'write' shopping lists during their imaginative play. They are making good progress from their starting points and gain the skills they need for when they make the move on to school.

Setting details

Unique reference number	130746
Local authority	Brighton & Hove
Inspection number	1032960
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	0 - 8
Total number of places	59
Number of children on roll	79
Name of provider	Honeycroft
Date of previous inspection	26 May 2010
Telephone number	01273 220323

Honeycroft registered in 1993. It is located in Hove, East Sussex. It is open Monday to Friday, from 8.30am until 5pm, for 50 weeks of the year. There are 19 staff, 13 of whom are qualified to level 6, and two hold Early Years Professional Status. The setting receives funding to provide free early education for children aged two, three and four years.

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