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| <b>Inspection date</b>   | 26 February 2019 |
| Previous inspection date | 22 March 2016    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of 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

- Managers and staff build supportive relationships with children and their families and take into account the needs of each family as a whole. The setting has strong links with the local community and with other services close by, such as the children's centre.
- Staff create an inviting learning environment for all children. They provide effective support to children learning English as an additional language and those with special educational needs and/or disabilities. Staff work successfully with other professionals and agencies to benefit children and offer well-planned individual support where required.
- Children make good progress in their development from their starting points. Staff support their independence skills well. For instance, children can easily help themselves to resources and staff give them lots of encouragement to do things on their own.
- Staff work closely with parents to support children's learning. They provide them with useful information about their child's progress and development. Staff offer many opportunities for parents to be actively involved in the nursery, such as joining in with activities or local outings.
- Managers and staff reflect on their practice and seek feedback from parents to help them evaluate the setting. They take well-planned steps to further develop the provision. For example, they have recently reviewed staff roles to help them work even more effectively together as a team.
- Children benefit from a varied day with a good balance of activities. However, staff do not plan some parts of the daily routine fully effectively, particularly large-group sessions. At times, younger and less-confident children are not as well occupied and become unsettled.
- Some staff are less confident in recognising opportunities to encourage and extend children's mathematical skills during everyday activities and routines. Some children make less progress in their mathematical development than in other areas of learning.

## What the setting needs to do to improve further

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

- review the organisation of daily routines and large-group activities to take into account the needs of younger and less-confident children and ensure they are fully supported
- extend staff's skills in supporting children's mathematical understanding, to help further improve their progress in this area.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to managers and staff about their practice and children's progress and development at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with one of the managers.
- The inspector sampled relevant documentation, such as improvement plans and children's records.
- The inspector spoke to some parents and carers and took account of their views.

#### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers complete thorough checks of staff to make sure they are suitable to work with children. They ensure staff understand how to recognise and report any concerns about a child's welfare and take appropriate action where required. Managers monitor the provision and staff practice closely. For instance, they meet staff individually and observe them as they work. Staff benefit from regular opportunities to develop their knowledge and skills, such as through in-house training or attending courses. They use what they learn effectively to help improve children's experiences. For example, staff have begun a new project where they are working with parents to further support children's early literacy skills at home.

### Quality of teaching, learning and assessment is good

Staff get to know children well and make accurate assessments of their development. They monitor their progress closely and quickly identify where children are doing well and where they may need more help. They put support in place and use any additional funding well to help children catch up where appropriate. Staff engage babies in a variety of activities to effectively support their communication and language skills, such as songs, stories and rhymes. They encourage older children's literacy skills well. For instance, children used a recipe to check what ingredients they needed to make play dough. Staff give children time to think out their ideas, such as the best position to put the pieces of train track, while offering encouragement and support.

### Personal development, behaviour and welfare are good

Staff support babies sensitively as they settle in. For example, they are careful to follow babies' familiar home routines when they start. Children make good relationships with staff and each other. Staff are good role models. They offer consistent encouragement to help children behave well, such as reminding children to share the scooters and helping them learn to wait patiently for their turn. Children feel valued and included in the setting. For instance, they share their home experiences and celebrations, and many benefit from staff who also speak their home languages. Children take part in activities that help them learn to appreciate the importance of a healthy lifestyle, such as yoga sessions. They enjoy nutritious meals and snacks.

### Outcomes for children are good

Children grow in confidence and quickly gain the skills they need for their future learning. They learn to get along well together and show concern for their friends. Younger children happily explore their environment and test out new resources. They practise their physical skills, for instance as they climb the slide and have fun in the soft-play area. Children learn to complete personal tasks independently, such as pouring their drink, helping tidy the toys away or zipping up their coats. Older children write as they play and start to learn about the different sounds that letters represent. They take part in well-planned sessions that help prepare them for starting school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 130746  |
| <b>Local authority</b>                           | Brighton and Hove   |
| <b>Inspection number</b>                         | 10061751  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 59  |
| <b>Number of children on roll</b>                | 62  |
| <b>Name of registered person</b>                 | Honeycroft  |
| <b>Registered person unique reference number</b> | RP517675  |
| <b>Date of previous inspection</b>               | 22 March 2016   |
| <b>Telephone number</b>                          | 01273 220323  |

Honeycroft registered in 1993 and is located in Hove, East Sussex. It is open each weekday from 8am to 6pm, for 49 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. There are 14 staff who work with the children. Two staff are early years teachers, one holds a level 6 qualification and nine are qualified to level 3.

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