

# Inspection of Honeys Nursery and Stingers Kids Club

c/o Spitfire Centre, Church Road, Biggin Hill, Kent TN16 3LD

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Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children are busy and eager to learn. They are happy and emotionally secure. Children build very warm and secure attachments with their key person. Staff are very caring, sensitive and responsive to the needs of all children. Children keenly access a broad range of experiences across all areas of learning to help develop future skills when moving on to school and to succeed in life. Children are motivated learners. They play cooperatively with their peers, developing confidence and independence. Children behave very well. Staff promote children's communication and language development to a good level. Overall, children listen with increasing attention. Older children communicate their needs and wants, and engage in conversation with each other and staff. Staff use everyday activities as opportunities for rich conversational talk, such as snack time and outdoor play. Additionally, staff encourage children to talk together and share their ideas. Children's good health and physical exercise are promoted very well. Older children eagerly explore a very stimulating, challenging and safe outdoor area. They giggle with delight as they instinctively jump in big puddles. Children explore and discover what happens when they stir, splash and keenly mix muddy puddles with sticks.

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

- Leaders have a clear and ambitious vision for high-quality provision. Peer observations and staff supervision meetings help to identify staff's strengths and professional development opportunities. However, systems for self-evaluation are not embedded securely to consistently help monitor and improve staff performance and learning experiences for all children to an even higher level.
- Staff teach a curriculum which helps all children achieve well in all areas of learning. Staff have a good knowledge of the early years foundation stage, what children already know and can do, and their current interests. They use this to plan experiences and activities that, overall, help to motivate children to learn. For example, children willingly investigate the texture of pretend snow. Staff increase the use of children's everyday mathematical language as they play and explore, for example talking about volume and capacity.
- Staff promote children's understanding of the world and the local community very well. For instance, children visit the local shops and library to help promote a sense of belonging within their local community. Furthermore, people regularly visit the nursery, such as a postal worker, soldier and dentist, to develop children's awareness and understanding of those who can help them.
- Children benefit from a variety of fresh fruit for a snack and thoroughly enjoy freshly cooked, healthy and nutritional meals. During mealtimes, children's self-help skills are promoted well. For example, older children competently serve themselves shepherd's pie and vegetables. Younger children begin to keenly feed themselves.

- The development of children's early writing skills is promoted well. Very young children squeeze and manipulate dough to strengthen their small muscles in readiness for holding a pencil. Older children learn how to hold a pencil correctly, and freely use a range of pens and pencils to write their names and draw pictures.
- Children are very social and their behaviour is good. They build friendship groups, play cooperatively and share toys. Children eagerly introduce themselves to visitors and ask them their name. When they go outdoors, they enthusiastically say to visitors, 'Are you coming outside too?'
- Children show positive attitudes to learn through curiosity, enthusiasm and enjoyment. For example, children eagerly participate in music and movement activities to develop and improve balance and coordination and creatively express themselves. They have lots of fun, move their bodies in a range of ways and use lots of energy. However, occasionally, large-group activities in Honey's and Bumble's rooms lose purpose and children's full participation.
- Leaders and staff very effectively engage with parents in supporting their children's education and care. Before children start, in-depth information is gathered from parents for a consistent approach and to help children settle quickly. Parents are an important part of their children's ongoing assessment process and learning. They meet regularly with their child's key person to discuss their children's achievements and what they need to learn next, and swiftly identify any gaps in learning. Parents welcome ideas to try at home to extend their children's learning further, particularly early reading and a love for books.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate sufficient knowledge of their safeguarding responsibilities. They attend safeguarding training to develop their knowledge and skills, to help identify and respond to signs of possible abuse and neglect. Leaders and staff understand their role to protect children from extreme views and beliefs. They have a shared understanding and commitment to keep children safe. Leaders confidently explain the local procedures to follow if they or staff have a concern about a child's safety. Staff know the correct procedure to report their concerns within the nursery and the appropriate external contacts to raise their concerns, including the procedures for whistle-blowing.

## What does the setting need to do to improve?

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

- review and improve opportunities for children to listen and concentrate more effectively during group times, to extend their learning further

- use self-evaluation more effectively to identify areas for improvement, particularly to further develop staff's teaching during group activities.

## Setting details

<b>Unique reference number</b>	137382
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137823
<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>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Say, Tonia
<b>Registered person unique reference number</b>	RP512676
<b>Telephone number</b>	0788 936 1200 or 01959540366
<b>Date of previous inspection</b>	22 July 2015

## Information about this early years setting

Honeys Nursery and Stingers Kids Club registered in 1995. The nursery is situated in Biggin Hill, in the London Borough of Bromley. It is open all year round from 7am to 6pm, Monday to Friday. The nursery employs 12 staff. Of these, one holds a qualification at level 6, one holds level 5, five hold level 3 and five hold level 2. The nursery provides funded early years education for two- three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- A joint observation of an activity was carried out by the inspector and the deputy manager to evaluate the quality of teaching and learning.
- The inspector and leaders completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including public liability insurance, safeguarding policy and procedures, and paediatric first-aid qualifications.

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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