

Inspection of The Honeytree Day Nursery & Pre-school, Portishead

13 Stoke Road, Portishead, Bristol, North Somerset BS20 6BQ

Inspection date: 17 June 2021

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Staff do not set high enough expectations for children's learning. The outdoor environment does not meet children's needs or challenge their learning sufficiently. Staff do not use what they know about children to develop their curriculum. This means that children do not receive the support they need to make progress.

The manager has considered the impact of COVID-19 (coronavirus) on children and their families. However, new initiatives to support children's anxiety and gaps in their learning have not been implemented due to inconsistency in staffing levels and an inability to recruit experienced and qualified staff. The key person system does not work effectively to support children who are starting nursery and those moving on to new rooms so that younger children feel secure and settle at their own pace.

Staff do not support children's behaviour well enough. They do not help children understand behavioural expectations or that their actions may cause harm to themselves or others. For example, staff do not intervene when observing a child swinging a plastic bucket and accidentally hitting another child in the face. Staff do not talk about the consequences of actions or demonstrate how to play safely. Nevertheless, other children show concern for their friends. For example, when a young child sees a friend crying, she fetches her comfort toy to help her to feel better.

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

- Staff do not have a clear understanding of how to manage children's behaviour. Although they are trialling new methods, such as a traffic light system for older children, they do not know how to adapt strategies when they do not work. Staff do not always listen to parents' ideas, such as using behaviour strategies that imitate what is happening at home.
- Staff do not provide children with clear explanations so they can begin to understand how to assess risk for themselves. For example, young children rock backwards on a chair, hitting the back of their head. Staff do not explain to the children the risk or point out the possible consequences of their actions to help their understanding. Staff do not recognise the impact sitting for long periods of time, with limited adult interaction, has on children's behaviour. When this happens, children spill milk on their friends or bang their cups and plates on the table because they are bored.
- Staff do not provide a nurturing environment for babies and toddlers who need additional support to settle so that they feel secure. The key person system is not effective. A lack of stable and consistent staff means that babies do not develop bonds with a familiar adult who knows them well. Staff do not use the

information obtained from parents to help support babies' and toddlers' emotional well-being. For example, despite knowing that children enjoy playing outside, when children are distressed, staff do not use the opportunity to distract them with outdoor play. Staff do not consider the impact that settling-in procedures have on children's emotional well-being. Some very young children have long settling-in days and are moved between the baby and toddler rooms without the security of a familiar adult.

- Staff do not plan a curriculum which supports and engages children's learning. On the day of the inspection, there was little to motivate the preschool children other than a tray of water with pipettes outside and no activities had been set up inside to invite children to play and learn. As a result, children wandered aimlessly and received little interaction from staff.
- Staff do not use children's interests to engage and extend learning. Information is not routinely shared with temporary staff to enable positive interactions. In the toddler room, staff set ambitious next steps in mathematics before children are secure in the prime areas of learning. For example, staff do not encourage speech, support children to play with others or to share and take turns with resources.
- Many activities are mundane and do not support children to develop the skills and knowledge needed for the next stage in their learning or for their eventual move to school. During group activities, older children are not supported to take turns and listen to each other, and, for example, shout out the answers during a listening activity.
- The manager does not have time to fulfil her role as she is frequently needed in rooms to maintain ratios. While she has an understanding of what needs to improve, leaders do not support her to implement her ideas. Although the manager carries out regular observations of staff, she does not have time to act on her findings and provide staff with appropriate support, guidance and training to improve their skills. New resources have been purchased to encourage children's creativity and imagination. However, staff are not skilful in promoting this 'curiosity approach' to learning in a safe manner, which poses a risk to children.
- Staff do not assess potential risks effectively or teach children how to use the equipment safely. For example, staff have not considered the risk of a tuff tray balanced on a tyre even when it tips and slides off while a child is exploring the sand. During the inspection several children had accidents because they were using equipment inappropriately or moving unsafely. Staff do not follow the nursery's accident policy closely enough. For example, they do not record head bumps or contact parents in good time.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not complete effective risk assessments and do not provide clear explanations to children to help them learn to play safely. For example, staff do not consider the dangers following heavy rain which makes

surfaces slippery resulting in a child slipping down the steps to the playhouse, hurting their lower back. Such incidents go unwitnessed by staff. Staff do consistently follow the nursery's accident procedures to keep children safe. The manager and staff have secure knowledge of the signs and/or symptoms of abuse and the procedures to follow should they have a concern about a child's welfare. The designated safeguarding lead demonstrates good understanding of the threshold for referring concerns to other agencies and working in partnership with them.

What does the setting need to do to improve?

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

	Due date
ensure all staff implement effective strategies to support children to understand behavioural expectations and boundaries	16/07/2021
strengthen the key-person system to ensure information from parents is used to help children settle and develop bonds with a familiar adult	16/07/2021
provide effective support, guidance and training for staff, including the manager, to enable them to target support and meet children's needs	30/07/2021
raise the quality of the curriculum and environments to entice children's learning and challenge their development	30/07/2021
ensure appropriate risk assessments are carried out to minimise potential risk to children, and help children begin to understand how to keep themselves safe	16/07/2021
ensure staff follow the nursery's accident procedures and ensure accidents are recorded and parents are informed of injuries to children.	16/07/2021

Setting details

Unique reference number	509169
Local authority	North Somerset
Inspection number	10197829
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	74
Number of children on roll	109
Name of registered person	The Honeytree Day Nursery Ltd
Registered person unique reference number	RP526068
Telephone number	01275 843752
Date of previous inspection	24 August 2016

Information about this early years setting

Honeytree Day Nursery & Pre-school registered in 2001 and is located in Portishead, North Somerset. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery employs 15 members of childcare staff. Of these, one holds qualified teacher status and one holds an early years qualification at level 6. In addition one member of staff is qualified at level 5, five are qualified at level 3 and one at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Rachael Williams
Victoria Nicolson

Inspection activities

- This was the first routine inspection the setting received since the 2020-2021 COVID-19 pandemic. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager and one of the inspectors completed a learning walk together.
- The inspectors carried out two joint observations with the manager, one in the preschool room and one in the baby room.
- Children and parents spoke with the inspectors and their views were considered.
- A leadership meeting was held with the manager and area manager.
- The inspection was carried out following Ofsted's risk assessment process.

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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