

# Inspection of Honeyput Nursery

100 Hirst Crescent, WEMBLEY, Middlesex HA9 7HH

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Inspection date: 14 October 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is inadequate**

The curriculum is narrow and not fit for purpose. Although children arrive cheerfully and access activities, such as water play, staff lack ambition for children's progress. They fail to identify or plan for children's specific learning needs to secure their progress. In the main, children do not experience high-quality activities that are purposefully planned to help them gain vital skills for their future. Most permanent staff lack knowledge of how children learn to ensure they acquire important skills step by step, in a logical way. In practice, the aim for all children's learning is not specific to their individual needs and unrealistic. For example, all children, regardless of their age, experiences or capabilities, are expected to learn to write their names. Children do not have good opportunities to develop their concentration or learn to persevere to complete tasks. They abandon activities prematurely when staff ask multiple questions in quick succession, without allowing children time to think things through and respond. Children enjoy learning to control their movements as they release a burst of energy during action songs. Most children display unwanted behaviour when they are given limited information about why their behaviour is unacceptable.

Children are not guided to read and explore the range of books available to develop a passion for reading. They have limited chances to increase their vocabulary as they do not hear a range of words. Staff ask children the same restricted questions regardless of the activity they participate in, for example to name shapes and colours. Children who speak many languages are not supported to acquire English. Little information is gathered about children's home languages to help them learn to become proficient in English.

Leaders do not act in the best interests of children. They do not monitor the staff well enough, for example to ensure they complete the required progress check for children at age two. This puts children at a disadvantage as staff cannot be confident that children's learning and development are on track. Children do not have good chances to form secure relationships with familiar staff who know their needs. Leaders have struggled to recruit a fully permanent staff team. Reliance on temporary staff means children begin to form attachments with staff who may not attend the nursery again.

Leaders have not ensured staff are vigilant about keeping children safe or that staff understand their role in promoting children's safety. They do not teach children how to keep themselves safe. Parents report they are happy with the nursery. They expressed their appreciation for the staff and the cooked meals their children received prior to COVID-19. Parents value the daily verbal feedback from staff about how their child spent their time at the nursery.

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

- Children are keen to learn, but their progress is hindered by staff who do not assess their progress to identify what they each need to learn next. Their learning is not planned carefully to prioritise the attainment of key skills. Staff interaction is limited and some staff do not pronounce words accurately to teach children how to speak correctly.
- Leaders fail to monitor staff sufficiently and do not ensure routines are organised effectively. In practice, much of the routine and children's activities are poorly thought out as they are planned spontaneously. Staff do not work well together to deliver routine activities, such as group time.
- Children receive praise when staff recognise their efforts to 'help tidy away'. However, nursery rules are only reinforced part way through the session. Staff do not remind children of the nursery rules when they sometimes do not remember to 'walk indoors' or do not participate in 'good listening'. During these times, staff fail to offer full explanations to children to help them learn to manage their emotions and impulses.
- Children do not have good opportunities to engage in physical activities to learn consistently about the benefits of being active. Vigorous active play is not carefully planned or undertaken daily to support children to learn to control their movements. Children do not have access to a consistently clean bathroom. For example, flooring is not hygienic. Children enjoy washing their hands and turning the low-level lever to use the cold water.
- Working in partnership with parents is not fully effective. Parents provide packed lunches. However, staff do not monitor the type of food parents provide well enough to ensure it is always healthy. Children enjoy the social snack time and relish fresh fruit and vegetables. They eat peacefully.
- Staff lack skills to promote children's communication and increase their vocabulary. Children enjoy singing action songs. However, the activities are not sufficiently well embedded to develop children's listening or speaking skills to equip them for their later learning.
- Staff and children share a genuine warmth for one another. Children approach staff readily when they need support.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders have failed to ensure that permanent staff receive the training they need to keep children safe. Staff lack basic knowledge of how to identify and report concerns that a child may be a risk of harm or abuse. They fail to recognise the risk to children from their lack of vigilance in relation to protecting children's privacy. The lead practitioner for safeguarding has not had up-to-date training to provide a good level of support to staff and children. The nursery works with other professional agencies when needed. However, leaders fail to understand the needs of children well enough to ensure they receive the strong level of support required. Children wear high-visibility vests and hold on to staff's hands when they go for short walks. However, staff do not ensure children learn how these measures

protect them. Staff do not work together to make sure all children experience safety consistently. For example, only some staff remember to make sure children walk on the part of the pavement furthest away from the road. Although absences are monitored, leaders fail to ensure the reasons for absences are securely known, or that parents understand the importance of their child attending all sessions they are eligible for. The provider makes sure that all staff are vetted for their suitability before they work with children.

## 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
promote the good health of children by making sure the premises, particularly the bathroom, are hygienic and that children have access to the correct temperature of water	09/11/2021
train all staff to understand the safeguarding policy and procedures, to ensure they have up-to-date knowledge of safeguarding issues	09/11/2021
ensure staff are vigilant about the supervision of children so that they can protect children's privacy and keep them safe	09/11/2021
ensure the key-person system is effective and train staff to understand the needs of the children, to support them within a secure, consistent relationship, and to meet children's care and learning needs	09/11/2021
put appropriate arrangements in place to support all staff, and train staff to enable them to work as an effective team	09/11/2021
work effectively with parents to ensure children learn to make healthy food choices	09/11/2021

make sure the curriculum planning and implementation is effective and ambitious so that children gain the knowledge and skills to become successful communicators and learners	09/11/2021
provide children with access to activities that ensure they can expend their energy vigorously and develop their physical skills	09/11/2021
make sure staff complete the required progress check for children age two years, to ensure children are on track with their progress	09/11/2021
ensure all children become skilful communicators, and support children who speak English as an additional language to acquire proficiency in English.	09/11/2021

## Setting details

<b>Unique reference number</b>	EY546651
<b>Local authority</b>	Brent
<b>Inspection number</b>	10131794
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Soin, Ruchi
<b>Registered person unique reference number</b>	RP514376
<b>Telephone number</b>	07828649050
<b>Date of previous inspection</b>	8 November 2019

## Information about this early years setting

Honeypot Nursery registered in 2017 and is located in the London Borough of Brent. It is open Monday to Friday between the hours of 8am and 5.30pm throughout the year. The nursery provides funded education for children.

## Information about this inspection

### Inspector

Malini Mandalia

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the provider.
- The inspector observed the quality of education and the impact this has on children.
- The inspector sampled a range of documentation, including attendance records.
- The inspector spoke to two parents.

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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