

# Inspection of Honeypot Under 5's Centre

Weeton Army Camp, Minden Road, Weeton, Preston PR4 3JQ

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Inspection date:

24 November 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children arrive at nursery and happily say goodbye to their parents. Staff welcome children in and they explore the activities set out for them. Children paint on the easel and describe the 'huge, noisy' dinosaur they are creating. They talk about the different colours they are mixing together. Older children are confident in communicating with others. This helps children to build relationships and friendships with their peers. Staff are patient and give children enough time to think and respond as they speak to them. This helps children to learn and develop their own listening and speaking skills.

Younger children engage in songs they are familiar with. They join in with the words and actions and clearly enjoy these activities. This helps children to embed learning through repetition. However, learning in this way is not consistent across the nursery. Children with special educational needs and/or disabilities (SEND), in particular, do not benefit from consistent teaching and learning. This is because leaders and managers have not properly trained staff to do this. In addition, staff do not receive the appropriate help to deliver the individual support that these children require. During the COVID-19 pandemic, staff have kept contact with families to help parents continue their child's learning at home.

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

- Staff know their key children well and plan learning based on their interests. For example, pre-school children recently became interested in role playing shops. Staff arranged a visit to the local shop. Children learned about shopping lists, money and picking items to buy. This helps children to embed their learning and relate to their own life experiences.
- The quality of education is not at a consistently good standard for all children. Children that have been identified with SEND are not always supported effectively or in a timely manner. This means that some children are not able to make further progress as quickly as they could have done.
- Staff extend learning to build children's knowledge of the wider community. For example, outside, children draw around each other with chalk and identify body parts. Children say they need to draw eyes on the figure to be able to see. This results in a conversation about people who cannot see and what guide dogs do to help them. This helps children to begin to understand individual differences in others.
- Children, generally, behave well. However, the manager and staff do not consistently help children to understand their own and other's behaviour. Some staff react to challenging behaviour by saying 'no' without offering explanation. This does not help children manage their own feelings and emotions. This means that not all children become ready for the next stage in their learning,

especially school.

- Staff promote good hygiene throughout the nursery. It is clean and well maintained with a selection of resources accessible to children. Staff encourage children to remember to wash their hands before mealtimes. Children access the bathroom independently and staff support those children who need some help. Children have access to outdoor play. However, staff do not always encourage children to make their own choices of where to play. This means that learning is not always effective for all children.
- The manager wants all children to build on what they already know and can do and to make progress. Staff understand this, but do not implement this in a consistent manner. This is because the manager and leaders have not made sure staff are supported effectively to do this. The manager has only recently become aware of the pressures on staff working with children. She has now started to observe staff practice to support the team, however, it is too soon to see any impact of this.
- Staff and the manager have recently started to do home visits when children start at nursery. The manager is keen to involve parents in their child's education. However, parents are not always informed of issues in a timely manner. Despite this, parents report they are extremely happy with the care and education their child receives. They speak very highly of the staff team.

## Safeguarding

The arrangements for safeguarding are effective.

The whole team have a good knowledge of safeguarding. Staff know in detail what would make them concerned about a child's safety and welfare. They know the processes in the nursery and locally. They are confident about how to report a concern about a colleague's conduct. Staff are aware of other safeguarding issues, such as domestic abuse and radicalisation. They have attended recent safeguarding, child protection and paediatric first-aid training. Recruitment and vetting procedures are firmly embedded. The nursery is safe and secure.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
support and train staff to ensure children with special educational needs and/or disabilities are provided with consistent care and education to make the best possible progress.	24/02/2022

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

- implement effective supervision procedures to ensure staff are supported and the quality of education improves to a good level
- develop appropriate behaviour strategies for children and support staff to implement these effectively.

## Setting details

<b>Unique reference number</b>	309593
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10213322
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Honeypot Pre-School Committee
<b>Registered person unique reference number</b>	RP524367
<b>Telephone number</b>	01253 836807
<b>Date of previous inspection</b>	11 December 2018

## Information about this early years setting

Honeypot Under 5's Centre registered in 1995. The centre employs seven members of childcare staff qualified at level 3 and above. The centre operates Monday to Thursday from 9am to 3pm and on Friday from 9am to 12.30pm during term time. The centre provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jasmin Sanders

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector spoke to parents about their experiences of care, education and their involvement at the nursery.
- The manager and inspector completed a joint observation and evaluated practice to assess the quality of education.
- Discussions were held with managers and staff by the inspector to assess the effectiveness of safeguarding processes, self-evaluation, staff supervision and training.
- Staff assessments of children's progress from their starting points were discussed with key persons to evaluate the impact of the curriculum on outcomes for children.

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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