

Inspection of Honey's Nest

Church Of The Nazarene, 19 Balmoral Road, Watford, Hertfordshire WD24 4ER

Inspection date: 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy and feel safe at this friendly pre-school. They separate from carers with ease and are excited to join their friends to play. Children form close relationships with one another. They support their friends in tasks, such as tidying up. Children praise each other's achievements. For example, during lunch, children congratulate one another for trying new foods.

Children's confidence is well supported in the setting. Staff provide opportunities for children to demonstrate their talents and perform stories. For example, children learn about 'The Gruffalo'. They explore the various characters and are excited to act out their chosen characters in front of everyone. Children engage happily with visitors. They talk about their families and encourage staff and visitors to join in their play.

Children enjoy a wide choice of learning opportunities at the setting. Children get to vote on which activities they wish to investigate. For example, children choose to explore shredded paper. Staff support their knowledge by adding toy animals. They extend children's learning further by encouraging them to identify features of the animals with magnifying glasses.

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

- Staff adapt activities well to meet the needs of all children in the setting. For example, younger children complete peg board puzzles. Older children are supported to attempt more complex puzzles. They are encouraged to develop their positional language and learn about the features of shapes.
- An effective key-person system ensures staff are aware of children's abilities and next steps. They use this knowledge to extend children's learning. For example, in a chalk board activity, children make animals out of the shapes they have drawn. Staff then encourage them to count the legs and eyes.
- Children develop a good understanding of healthy lifestyles. Staff provide a choice of healthy snacks. They sit with children and encourage them to talk about the lunches they bring to pre-school. Oral hygiene is well promoted in the setting. Children learn how to brush their teeth properly. The manager shares this information with families to allow them to support children's hygiene routines at home.
- The setting supports children's transitions well. Staff implement more structured learning sessions aimed at preparing children for the more rigid routines of school. The manager works hard to communicate with local schools. He invites teachers into the pre-school to meet children. This supports children to settle well in new settings.
- Communication with families is strong. The manager uses an electronic system

which he adapts to meet the needs of all families. Children's learning and development is shared with parents termly, during face-to-face consultation meetings. Staff use this as an opportunity to offer ideas to support children's learning at home.

- The manager has high expectations for all children in the setting. He engages well with other professionals to support those with additional needs. He shares various information about children's development. He also supports parents through the referral process. This ensures families access additional help to meet the needs of their children.
- The manager carries out regular appraisals with staff. This ensures training needs are identified and gaps in staff knowledge swiftly addressed. However, staff do not benefit from robust methods of coaching and mentoring to support them in raising the quality of their speech and language teaching to a consistently high level.
- Staff encourage children to be helpful in the setting. Children support one another to tidy up and pass one another their coats before going outside. Children listen well to staff. They follow instructions to keep themselves and others safe. However, staff do not always explain the reasons behind their requests. Opportunities for children to develop an understanding of why behaviours are unacceptable or dangerous are sometimes missed.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their role in keeping children safe. They know the signs and symptoms which could indicate that a child is at risk of harm. Managers and staff know the process to follow if they have concerns and the importance of doing so in a timely manner. All staff have appropriate first-aid and safeguarding training to support their knowledge of children's well-being. The manager has a robust recruitment and induction process. This ensures all staff are suitable to work with children.

What does the setting need to do to improve?

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

- establish more robust methods of coaching and mentoring to support staff in raising their speech and language teaching to a consistently high level
- use clearer explanations to further support children's understanding of why certain behaviours are unacceptable.

Setting details

Unique reference number	2498979
Local authority	Hertfordshire
Inspection number	10191781
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	34
Name of registered person	Danks, Robert
Registered person unique reference number	2498978
Telephone number	01923 517676
Date of previous inspection	Not applicable

Information about this early years setting

Honey's Nest registered in 2019. The setting offers care between 8.30am and 3.30pm for children 38 weeks of the year and is in receipt of early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector and manager discussed how the early years setting is organised.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the setting and tracked the progress of 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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