

Inspection of Honey Pot House Day Nursery

2 Jacey Road, Shirley, SOLIHULL, West Midlands B90 3LH

Inspection date: 20 January 2022

Overall effectiveness

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly in this nursery from the outset. Managers are approachable and friendly, and staff are kind and caring. They all build positive relationships with each other, children and their families. The atmosphere is calm throughout the nursery. Children generally behave well and they are very polite. They also develop positive relationships with their peers. Overall, children are happy attending.

The environment is richly resourced and there are broad experiences available. Children generally have fun. They are often busy as they are confident to explore and are very independent in their self-chosen play. Babies enjoy sensory experiences, such as investigating lentils and flour. Toddlers delight in exploring construction materials and playing with water. Pre-school children like making things with play dough, playing with sand and using their imaginations during role play. However, because managers and staff do not fully understand their new curriculum approach, it is not yet embedded. Staff do not yet benefit from enough well-focused support to build on their teaching skills. This means not all children progress as well as possible or continually reach their full potential.

During the COVID-19 pandemic, managers have routinely adapted practice to the ever-changing situation in accordance with government guidance and restrictions. The environment is clean and good hygiene regimes are promoted throughout. Young children are kept clean and dry. Toddlers like bathing baby dolls and pretending to brush their teeth. Pre-school children develop independence in managing their own self-care needs.

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

- Managers are passionate. They are ambitious and aim to maintain high standards. However, managers do not rigorously monitor the quality of the newly implemented curriculum throughout the nursery. Managers and some staff lack confidence in what they are providing. They do not all routinely benefit from the targeted support they require to help further develop their teaching skills.
- Staff get to know children well. All activities provided are planned in the moment based on children's interests. However, some staff are not entirely clear about what they intend children to learn. Therefore, they do not consistently make good use of planned activities to promote and build on children's progress.
- The nursery is very inclusive and there is a respectful culture. Managers are experts in caring for children with special educational needs and/or disabilities, and the nursery special educational needs coordinator is knowledgeable. Therefore, these more vulnerable children benefit from exceptional support, including additional observations of their development and targeted plans with clear developmental focuses.

- Communication, language and literacy are promoted throughout the nursery. There are targeted support strategies for children who struggle with communication. Staff also provide lots of varied activities to support these aspects of learning, such as story times, music and singing sessions, and drawing and colouring activities.
- Children are well cared for at this nursery. Managers and most staff are well qualified, including holding paediatric first aid. Children's health, well-being and medical needs are carefully and sensitively supported. Staff provide children with freshly prepared nutritional snacks and meals. Children also benefit from fresh air daily. Staff encourage them to practise physical skills, such as climbing or riding on wheeled vehicles outside.
- Daily risk assessment checks, on rare occasions, are not implemented effectively. The inspector noticed that the door to the utility room, which children should not have access to, was not closing properly, so staff were generally leaving it open. Pre-school children walk past the utility room to use their bathroom, so this meant they could gain access. The provider and the manager acknowledged that this as a new issue which had not been highlighted to them, and talked about how they intend to fix the door and secure it. That said, the potential risk to pre-school children is minimal because they are sensible in heading straight to the bathroom, and staff generally ensure they are supervised well when using this area.
- Parents are very happy with the service provided and they make highly positive comments about this nursery. Managers and staff use a range of strategies to communicate with them about children's routines, care needs and interests. They also work closely with parents when children require additional support. However, as staff do not typically focus on what all children know, can do and need to learn next, they do not routinely include all parents in two-way discussions regarding this.

Safeguarding

The arrangements for safeguarding are effective.

The recruitment process is thorough for all new staff. Managers ensure that all staff are suitably vetted. If new staff start work while they are waiting for Disclosure and Barring Service checks to be returned, they are never left alone with children. The nursery is routinely well staffed, and children are always well supervised, indoors and outside. Managers are confident designated safeguarding leads. Staff have sound knowledge of the key signs and symptoms of child abuse or neglect. They are fully alert to the different procedures to follow if they have any concerns about children's welfare. This helps to protect them from harm.

What does the setting need to do to improve?

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

	Due date
ensure that staff are clear about what they intend children to learn and help them make better use of planned activities, in order to help all children progress well	26/02/2022
ensure that daily safety checks are always implemented and utilised effectively to reduce the risk of potential hazards, specifically with regard to the utility room.	28/01/2022

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

- monitor the quality of the curriculum provided more closely, to help identify where managers and staff lack some confidence and require additional support to develop their teaching skills even further
- fully include all parents in two-way discussions about what their children know, can do and need to learn next.

Setting details

Unique reference number	EY405282
Local authority	Solihull
Inspection number	10216917
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	55
Name of registered person	The Bears Nursery Ltd
Registered person unique reference number	RP910283
Telephone number	01217443180
Date of previous inspection	20 February 2017

Information about this early years setting

Honey Pot House Day Nursery registered in 2010 and is situated in Shirley, West Midlands. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery has 17 members of staff. Of these, 14 hold appropriate early years qualifications from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Josephine Heath

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 teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of managers and staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

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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