

Inspection of Honeypot Day Nursery & Pre-School

Honeypot Day Nursery & Pre-School, 230 Broadgate, Weston Hills, SPALDING,
Lincolnshire PE12 6DQ

Inspection date: 20 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children in this nursery are confident. They show curiosity towards visitors in the nursery. Babies approach visitors and offer them a big smile and wave goodbye when they leave the room. Toddlers accept visitors as they explore alongside them. Children of all ages have access to a secure outdoor area and spend much of their time in the fresh air. Children have plenty of space to practise their physical skills. Pre-school children show superb strength in their bodies and relish the challenge of the rock-climbing wall, to access the 'speedy' slide. Staff are close by to ensure children's safety while allowing them the freedom to explore. Toddlers and babies enjoy the wheeled toys and accessing the slide in their dedicated outdoor space.

Children have good opportunities to practise their small physical skills. Pre-school children develop a good grip as they use pipettes to draw up liquid to create potions. Toddlers use a selection of craft resources to explore their creativity, sticking and gluing. This contributes to children's early writing development. Staff have high expectations of children's behaviour. When manners are very occasionally forgotten staff say, 'pardon'? Children instantly say please or thank you. Children are developing the skills they need in preparation for school.

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

- The manager has high expectations of the staff and clear ambitions for the nursery moving forwards. The manager reviews and evaluates staff practice to strive for continuous improvements. Staff report that they feel well supported, both personally and professionally. They have access to regular training, which is effective in improving outcomes for children. For example, staff have recently accessed training in a new teaching approach. They have introduced more natural and real-life resources that children recognise from home and that they can use to extend their imaginative play.
- Overall, staff engage well with children in activities. Babies sit with staff and share a book, they press buttons and show delight when they hear noises. This helps to promote their early love of books. Toddlers eagerly investigate their outdoor space to look for bugs. Staff encourage them to develop their knowledge by choosing a picture and matching them to what they have found. However, on occasion when pre-school children are playing outdoors, they do not receive appropriate challenge to help them to progress further in their learning.
- Staff introduce new experiences to enhance babies' sensory development. For example, babies develop their fine motor skills as they use 'dinosaur cars' to explore paint and bubble wrap. They use their hands to explore the texture of the different materials.
- Children enjoy the range of nutritious meals and snacks which are freshly

prepared on site, such as melon and muffin for snack and shepherd's pie with vegetables for lunch. Children learn about good hygiene practice through everyday routines, such as washing their hands before they eat.

- Staff know the children well. They know what they want children to learn next and they understand how to build on what children already know and can do. For example, as babies are beginning to take their first steps, staff provide indoor soft play equipment so they can cruise the room and take tentative steps. Toddlers are learning about numbers and beginning to count to five. Staff encourage pre-school children to be ready for school. They give a high priority on encouraging children to be independent and manage their own needs, such as toileting.
- Staff explain their expectations of behaviour to children. They support children to understand the effects that occasional unwanted behaviour can have on them and their friends. Children demonstrate they are learning to behave well in the nursery, for example, when they share their toys.
- The manager and staff communicate well with families from the start. They are aware of children's early experiences and provide opportunities children may not otherwise have access to. For example, the nursery provides children with activities from external teachers such as music sessions. Staff spend any extra funding they receive thoughtfully to support children. For example, all children have access to the extra-curricular activities. This contributes to all children making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a strong knowledge of the signs and symptoms which could indicate a child is at risk of harm. They confidently explain the safeguarding procedures which are in place, including the referral process to follow if they have concerns about the welfare of a child. The manager regularly asks staff safeguarding questions. This contributes to staff keeping their knowledge fresh and up to date. The manager carries out safer recruitment checks to ensure the ongoing suitability of staff working with children. Children learn to keep themselves safe and how to manage risks, such as to wear helmets when they ride on balance bikes.

What does the setting need to do to improve?

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

- support pre-school staff to increase the outdoor learning opportunities for children, to further support those who learn better outside.

Setting details

Unique reference number	EY369885
Local authority	Lincolnshire
Inspection number	10233395
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 10
Total number of places	44
Number of children on roll	155
Name of registered person	Honeypot Nurseries (Weston Hills) Ltd
Registered person unique reference number	RP910320
Telephone number	01406 380 803
Date of previous inspection	26 January 2017

Information about this early years setting

Honeypot Day Nursery & Pre-School registered in 2008. They are located in Weston Hills, Lincolnshire. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the provider who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out two joint observations together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of written feedback offered.

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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