

Inspection of Honeyplot Nursery

100 Hirst Crescent, WEMBLEY, Middlesex HA9 7HH

Inspection date: 27 April 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are cared for at this nursery. However, leaders have not made the necessary improvements to the curriculum since the previous inspection. This means that children do not make enough progress in all areas of the curriculum. Staff do not show a good enough understanding of how young children learn and develop. Children spend too long sitting on the carpet and listening and not enough time interacting with others. This does not allow children to develop their language skills and their ability to express themselves.

Children do not have enough opportunity to make their own decisions about their play and learning. They spend too much time being directed by staff. Children are told they must participate in activities even if these activities are not appropriate for their age or stage of development. This does not empower children to learn that they have control over what they do or to make decisions about their own actions.

Children follow the instructions of adults and usually conform to expected behaviours. However, children do not spend enough time playing independently or with their peers. This does not allow children to build positive relationships with each other. It also means that children do not get the chance to develop their perseverance and concentration during independent play.

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

- Leaders do not have a good understanding of how young children learn or what good practice looks like. This means that they are unable to identify how staff need to improve and cannot provide opportunities for this to happen. Therefore, staff do not have the necessary skills to provide good-quality education for all children.
- Leaders do not plan the curriculum to ensure that children develop well in their language skills. Too often, children do not get enough opportunity to speak because staff dominate the conversation. Staff do not support quieter children to participate in discussions. This means that some children do not develop as well as they should in their communication and language.
- Leaders do not plan a systematic programme of learning for physical development. Children have limited opportunities to move their bodies and develop their strength. Staff do not consider how to support children to develop their small-muscle skills. This means that not all children make enough progress in their physical development.
- Staff do not demonstrate a good understanding of child development. For example, they focus on teaching two-year-old children their colours and numbers instead of prioritising children's communication and language

development. This means that children do not develop the necessary skills they need for the next stage of their learning journey.

- Children speak a rich variety of languages. Staff do not use all children's home languages in play to help support their development of both the home and English language.
- The key-person system is not effective. Staff do not have a good understanding of what children can do well and what they need to learn to do next. They do not plan activities to support these next steps. This impacts on the progress that children make.
- Leaders work with external professionals to support children with special educational needs and/or disabilities. This helps these children to reach their targets and make progress.
- Staff reinforce gender stereotypes too often. For example, they ask girls if they 'help their mummy with the cleaning' and praise them by saying 'good girl' if they say that they do. Hearing stereotypes such as these regularly could mean that children do not have a sufficient breadth of learning opportunities within the setting.
- Staff build warm relationships with children. Children approach staff for reassurance or support. Staff clearly care about the children and try hard to make sure children are happy at nursery.
- Leaders work hard to build strong partnerships with parents. Parents appreciate the daily verbal feedback they receive and the way staff are very approachable if they have any concerns.

Safeguarding

The arrangements for safeguarding are not effective.

Staff receive regular safeguarding training so that they understand the processes to follow if they have concerns about the well-being of a child. Staff understand the processes to follow if they have concerns about the conduct of colleagues towards children. Important safeguarding information is clearly displayed for staff to follow if necessary. The manager follows a robust recruitment process. Children are supervised well throughout the day. However, children are held back in their development while at the setting due to the poor curriculum. They do not have enough opportunity to flourish and make progress in their communication skills, physical development and personal and social development. This means that children's well-being is not prioritised.

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
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improve the curriculum for physical development so that children have more opportunity to develop their large- and small-muscle skills	27/05/2022
provide all children with plenty of opportunity to talk and develop their communication and language skills	27/05/2022
identify inconsistencies in teaching and provide targeted support to staff to improve this	27/05/2022
ensure that effective strategies are used to support children who speak English as an additional language	27/05/2022
ensure that the key person understands what children need to know next and supports children in achieving these next steps.	27/05/2022

Setting details

Unique reference number	EY546651
Local authority	Brent
Inspection number	10214612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	40
Name of registered person	Soin, Ruchi
Registered person unique reference number	RP514376
Telephone number	07828649050
Date of previous inspection	14 October 2021

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 9am and 1pm, throughout the year. The nursery provides funded education for children.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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