

Inspection of The Honeytree Day Nursery & Pre-school, Bristol

c/o Orchard School, Filton Road, Horfield, BRISTOL BS7 0XY

Inspection date:

16 May 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

Good

What is it like to attend this early years setting?

The provision is inadequate

New and unsettled children are not supported consistently to build secure emotional bonds with their key persons. Key staff do not know each new child's care routines and how to support them. Staff provide some comfort to unsettled children with cuddles. The new babies and toddlers begin to form attachments with staff but become upset when staff leave them suddenly without explanation to carry out other tasks. Two-year-old and pre-school children are eager to speak to visitors, ask them questions and talk about themselves, which shows their confidence in social situations.

Although staff create an attractive environment to motivate children to explore, the managers and staff do not plan a curriculum that builds on children's knowledge and skills. Consequently, children are not sufficiently challenged and do not make good progress in their learning. Without support from staff to engage in activities and participate in discussions, children sometimes lose focus and their behaviour deteriorates. For instance, they throw toys across the room and tear their friends' pictures.

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

- The provider does not work closely enough with managers to ensure they understand and carry out their responsibilities successfully. Managers do not monitor the quality of the curriculum or staff's practice effectively. As a result, they have not identified numerous breaches of requirements.
- Managers, who are also the designated safeguarding leads, have completed the relevant safeguarding training. However, they do not identify when to take further action when staff raise concerns about children's welfare, and do not record or report safeguarding concerns effectively.
- Staff do not know each child well and they do not find out enough about children's learning and development when they first start. When new children are settling in and their key person is absent, other staff are not aware of the new children's learning needs, so are unable to provide appropriate support.
- There are weaknesses with the key-person system. For example, staff become distracted as they try to multi-task, so do not interact with babies as they rock them in their arms and change their nappies. This does not help children to feel settled and secure, or promote their emotional well-being.
- Staff do not always consider what skills and knowledge they want children to learn when planning the curriculum and do not have realistic expectations. For example, staff plan for babies to take it in turns to mix seeds and water in a bowl with a ladle. The babies eat a lot of the mixture and then lose interest, so they find something else to do. Staff try to teach two-year-old children multiple Spanish words during one activity and the children do not remember them.

- Managers do not monitor the curriculum or staff's practice effectively, to help them to recognise how to provide targeted support and coaching. The quality of staff's practice is inconsistent. For example, some staff do not allow pre-school children to try things for themselves, while others encourage the children to have a go. Staff working with two-year-old children provide some good support for their independence.
- Due to the weaknesses with the organisation and monitoring of staff, staff's time is regularly taken up with cleaning and routine tasks. This leaves them little time to engage with children and to supervise them closely. Children climb on chairs and fall off without staff's notice and begin to play roughly, which results in children becoming injured. This creates a chaotic environment and prevents children from developing a positive attitude to learning.
- Staff do not understand how to support babies' emerging communication skills. They often babble back to babies instead of introducing and modelling words. This does not help young children to learn to talk. Staff model language well for the two-year-old and pre-school children. However, at times, staff do not encourage them to speak. Some staff support children's language more effectively, for example by asking them questions and providing time for them to think about the answer.
- Staff provide more appropriate support for children who speak English as an additional language. For example, they learn some words in other languages and use them alongside English words to support children's understanding.
- Children with delayed development and those with special educational needs and/or disabilities (SEND) are at risk of falling further behind in their education. Staff do not implement plans or provide enough attention to the children who need additional support. Consequently, children who require extra help spend much of the day wandering and exploring by themselves.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have developed staff's knowledge and understanding of safeguarding. Staff are clear about how to recognise concerns about children and know to share them with managers. However, managers do not record concerns in sufficient detail to help them to identify when to take further action and do not share enough information with other agencies. Managers do not report allegations about staff promptly to other professionals. This compromises children's welfare and is not in line with the local safeguarding partnership procedures. Managers carry out risk assessments appropriately to ensure the premises are secure.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure managers, including the designated safeguarding leads, have sufficient knowledge and understanding of safeguarding to enable them to take appropriate action when there are concerns about a child's welfare	10/06/2022
improve managers' understanding of the procedures to follow in the event of an allegation made against a member of staff, in line with the local safeguarding partnership procedures	10/06/2022
provide support and coaching for managers to help them fulfil their roles and responsibilities	10/06/2022
provide staff with training, support and coaching to raise the quality and consistency of education	10/06/2022
improve the support for children who need additional support, including those with SEND, to ensure they receive the help they need to make good progress in their learning and development	10/06/2022
ensure that staff are deployed effectively to supervise children closely, keep them safe and provide quality care to meet the individual needs of all children	10/06/2022
ensure that the key-person system is effective so that children build close bonds with staff and feel secure and settled, and their individual needs are met.	10/06/2022

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

	Due date
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improve the planning of the curriculum, to engage and stimulate children and build on what they know and can do	10/06/2022
improve staff's interactions with children to support and encourage all children to develop their speaking skills	10/06/2022
improve assessment arrangements to ensure staff identify what the children can already know and do promptly, including for children who are new to the setting.	10/06/2022

Setting details

Unique reference number	106983
Local authority	Bristol City of
Inspection number	10238750
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 4
Total number of places	97
Number of children on roll	139
Name of registered person	The Honeytree Day Nursery Limited
Registered person unique reference number	RP526068
Telephone number	0117 9314650
Date of previous inspection	19 February 2019

Information about this early years setting

The Honeytree Day Nursery & Pre-school registered in 1992 and is located in the grounds of Orchard School in Horfield, Bristol. The nursery offers care Monday to Friday from 7.30am to 6pm all year round, including a breakfast and after-school club for school-age children. A team of 21 staff members work with the children, including the managers. One member of staff holds early years teacher status, two hold foundation degrees and 10 are qualified at level 2 or 3. The nursery is in receipt of funding to provide free education for children aged two, three and four years.

Information about this inspection

Inspectors

Sarah Madge
Charlotte Adcock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises with the managers.
- The inspectors observed children throughout the nursery, spoke with them and joined in with their games.
- A manager carried out two joint observations with the inspectors to reflect on the quality of education.
- Parents and staff had discussions with the inspectors to share their knowledge of the setting and their feedback.
- Managers met with an inspector to discuss their knowledge and implementation of the policies 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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