

Inspection of The Honey Pot

71 Lichfield Street, Walsall WS4 2BY

Inspection date: 30 June 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

Staff provide a warm, nurturing environment for children and show genuine care for their well-being. The nursery is vibrant, colourful and stimulating. Children demonstrate that they are very happy and feel safe. For example, they smile as they arrive and settle quickly into the routine.

Babies thrive in a calm and nurturing environment. They have a very strong relationship with their key person. Staff take time talking to babies and encouraging them to respond with babbles and words. They enjoy listening to staff singing nursery rhymes through well-planned sing-and-sign activities. They handle musical instruments and discover that they make a sound when they shake them.

All children, including those who speak English as an additional language, make good progress in their learning and development. Staff have high expectations for children's behaviour. Children learn about the rules and boundaries and what is expected of them at nursery and when in the community. They learn about cultures and languages, represented by children who attend and engage in a wide range of local visits. These experiences help to build children's essential knowledge of their local community and about the wider world.

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

- The manager has devised a curriculum that has clear aims for what she wants children to learn. Overall, staff know their key children well and are aware of their individual learning needs and personalities. Staff carefully observe and make notes of children's interests and care preferences. They plan group times throughout the day. However, these times do not always meet all children's needs and staff do not have high enough expectations for children's involvement and engagement.
- Overall, staff promote children's language skills well. For example, they provide children with narratives of what they are doing and repeat words to help children to pronounce words correctly. However, some staff ask too many questions and do not give the children time to answer. This means children do not have sufficient time to process the question and respond to staff.
- Staff plan interesting and new experiences for children. For example, young children enjoy making and using dough to strengthen their fingers in preparation for early writing. They use their good imaginations as they explain to visitors that they need to pat it, pull it, and stretch it to make their 'chapatis'. Children are enthusiastic as they make 'ice creams' and count how many scoops they need. Staff describe how the ice was 'solid' and how it is now 'melting and dripping'. Children are encouraged to consider why it is 'melting'.
- Staff promote children's care practices and independence skills well. For

example, children learn to feed themselves and drink from a beaker with increasing independence and skill. Children are developing good social skills and form firm friendships with their peers. They are kind and friendly towards each other and visitors. For instance, they see the visitor does not have a musical instrument to join in the singing activity and happily give her theirs.

- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. For example, young children make marks in foam and are starting to form some recognisable letters and numbers. These skills help to prepare children for their next stages of learning.
- Partnerships with parents and other professionals are positive. Parents praise the setting for the support and help they receive. They really appreciate the detailed verbal feedback and photos of their children engaging in activities shared on the nursery app. Staff have developed good working partnerships with all other settings that children move on to. This helps to support all children's continuity in learning effectively.
- The manager is committed to ensuring that staff are happy and feel supported in their roles. Staff benefit from regular team meetings and one-to-one supervision. Staff training is actively encouraged, so that staff can build on their skills, which improves outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff across the nursery, working with children of all ages, have a thorough knowledge of safeguarding. They recognise the potential signs and symptoms of abuse, including the risk of being exposed to extremist views and behaviours. Staff attend regular training to help them keep their knowledge up to date. They know which members of staff have a designated safeguarding lead role and that they can assist them in making a safeguarding referral. The manager follows robust safe recruitment procedures. The suitability of staff to work with children is checked as part of their ongoing vetting processes.

What does the setting need to do to improve?

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

- support staff to use consistent and effective questioning techniques, to further extend children's communication and language
- improve the organisation of some group activities to promote all children's high levels of engagement and participation more effectively.

Setting details

Unique reference number	EY493016
Local authority	Walsall
Inspection number	10076551
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 3
Total number of places	38
Number of children on roll	41
Name of registered person	Ramshaw, Jill Denise
Registered person unique reference number	RP514269
Telephone number	01922640200
Date of previous inspection	11 April 2016

Information about this early years setting

The Honey Pot registered in 2015. The nursery employs 11 members of childcare staff. All hold appropriate early years qualifications at level 3, 5 or 6. The nursery opens, from Monday to Friday, all year round, except bank holidays and one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The manager and inspector carried out a joint observation of a planned activity.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to children, staff, and parents at appropriate times 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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