

# Inspection of Honey Tots Day Nursery

Redeem Christian Centre, 21-23 Stokes Croft, BRISTOL BS1 3PY

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Inspection date:

28 September 2022

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## **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**

Children's safety is put at risk. The manager and her staff do not deploy themselves effectively to keep children safe from harm. They have failed to identify risks in the nursery and reduce hazards to children. There are excessive amounts of toys left across the hall and not tidied away. Staff do not help children to understand the importance of keeping their play space tidy to prevent trips and falls, which compromises children's safety.

Staff do not manage children's behaviour effectively. Children are frequently allowed to run in the playrooms, which results in other children getting hurt. Staff do not intervene to prevent this happening and, due to poor staff deployment, this unruly behaviour goes unnoticed. Staff fail to implement a consistent approach to managing unwanted behaviour and to help children understand how to manage their emotions.

Teaching practice is weak. Staff do not use effective strategies to engage all children in play and to extend their learning. At times, younger children are highly reliant on staff to comfort them and do not learn to self-regulate their emotions.

Children happily engage in a 'hello' circle time activity. They join in with staff and wave to their friends. They sing 'hello' in various different languages, which provides an inclusive environment for children from all backgrounds.

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

- The manager and staff do not implement effective risk assessments to reduce hazards in the nursery. Children are allowed to get down from the table at mealtimes and walk around with food in their mouths. Staff fail to recognise this as being a potential choking hazard. They do not explain to children about the importance of staying seated while eating.
- The manager fails to provide her staff with adequate training and support to ensure they deliver good-quality teaching for the children. Staff do not interact with the children consistently. They do not challenge children's learning or engage them in play. Children spend much time wandering around bored and disengaged.
- Staff are not deployed effectively to keep children safe. Children climb on chairs, sit on tables and climb over room partition walls. Staff do not provide a safe environment for children to play and learn.
- Staff have a poor understanding of how to promote good hygiene. Children eat food from the floor that has not been cleared away from previous mealtimes; this goes unnoticed by staff. Staff fail to provide a clean and hygienic environment for children to play and learn.

- Staff do not manage children's behaviour consistently. Children run around the nursery and throw toys. Staff do not explain to children the consequences of their actions or support them to manage their emotions. Children are therefore unaware of how they should behave and why.
- Staff do not implement agreed targets or use effective strategies to consistently support children with special educational needs and/or disabilities. Although staff provide children with one-to-one support, they do not use this to address gaps in children's development or support their unwanted behaviour. Children do not make the progress they have the potential of making.
- The manager and staff do not plan an ambitious curriculum to build on children's next steps for learning. Children receive little opportunities to engage in meaningful activities. The toys provided are scattered on the floor; these are uninviting for the children. Children flit between activities, or they spend much of their time doing activities that are too simple for their stage of development. For example, toddlers sit at the table and watch sand fall through timers for a sustained period of time.
- Parents report their children enjoy attending the nursery. They speak highly of the inclusive environment and the flexibility that the nursery provides. Staff maintain good relationships with families and are caring and respectful of them all.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff fail to provide a safe learning environment due to the lack of staff vigilance to identify and remove risks. Staff are aware of their role to safeguard children in their care. They know the procedure to follow should they have a concern about a child's welfare. Staff know how to contact outside agencies should they require further support and need to make a referral. They are aware of the signs and symptoms that may be indicators a child is at risk of abuse and neglect. The nominated individual follows the appropriate vetting and recruitment procedures to ensure staff are suitable to work with children.

## 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 staff understand how to identify and address risks in the environment to keep children safe	14/10/2022

provide staff with adequate training and support to ensure they know how to deliver a good quality of care and education and offer the best possible learning environment for children	14/10/2022
ensure staff are deployed effectively, to keep children safe at all times	14/10/2022
use effective and consistent strategies to promote children's behaviour and help them understand and manage their emotions	14/10/2022
ensure staff provide a clean and hygienic environment for children to explore and play safely.	14/10/2022

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

	<b>Due date</b>
design a sequenced curriculum which builds on what children already know and can do, and use this to ensure activities are challenging, so that children make sufficient progress in their learning	31/10/2022
implement agreed targets and specific techniques for children with special educational needs and/or disabilities, so they receive timely intervention and support.	31/10/2022

## Setting details

<b>Unique reference number</b>	EY417700
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10252525
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Redeemed Christian Church of God Glory of God Parish
<b>Registered person unique reference number</b>	RP902347
<b>Telephone number</b>	0117 924 3100
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

Honey Tots Day Nursery registered in 2010. It operates in Stokes Croft, Bristol. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs five members of staff; one holds a relevant childcare qualification at level 3, two hold a qualification at level 2 and two staff are unqualified.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.
- The manager and nominated individual shared relevant documentation with the inspector.
- Parents shared their views of the setting with the inspector.

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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