

Inspection of The Honey Pots Day Nursery Limited

6 Derby Road, Burton-on-Trent, Staffordshire DE14 1RU

Inspection date: 16 December 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 receive a warm welcome on arrival at the setting. Staff listen carefully to parents, as they share information about their children's well-being. Children feel happy and safe, and they are delighted to see their friends. They immediately explore the learning environment and get involved in the activities and experiences on offer. Staff have high expectations of all children, and this is reflected in their joyful interactions with them.

Communication and language development are well supported. As a result of this, children develop strong communication skills. Staff role model effective use of language and introduce many new words to children through their play. Children delight in talking about how the play dough feels as it sticks to their fingers. Children use their prior knowledge of play dough as they ask for some flour. They know this will make the play dough less sticky.

Staff skilfully weave mathematical learning across the curriculum. Children of different ages are supported to develop their knowledge and understanding of number, size and position. Staff use books, songs and stories to further embed mathematical concepts. Children confidently use numbers in their play. For example, they spontaneously count the parcels they place on the scales during role play.

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

- Leaders have developed a flexible curriculum that reflects the needs of the children across the provision. Leaders support staff to use effective teaching methods, to ensure that children reach their potential and make the best possible progress across the seven areas of learning.
- Leaders support staff to use observations of children to effectively plan for their individual learning. They use children's interests to inform the experiences and activities on offer. The learning environment is well defined, and continuous provision supports children to make choices and lead their own learning.
- Staff work hard to involve and include children in experiences in a way that reflects their differing needs. For the most part this is successful, and children become highly engaged in play. However, on occasion, staff are not aware of children's reluctance to participate, and as a result of this children's emotional needs are not always met.
- Children with special educational needs and/or disabilities (SEND) make good progress. Leaders with responsibility for coordinating SEND work effectively to ensure children receive targeted intervention to meet their learning needs. Staff work in partnership with parents and with external agencies, to ensure that children make the best possible progress.

- Children's independence and self-care skills are well supported. They respond positively, when staff sing a lively song to encourage their understanding of the importance of thorough handwashing. Staff encourage children to put on their own coats and hats, and they praise their efforts and achievements. Babies are supported to feed themselves at lunchtime, as staff model and encourage their use of a spoon.
- Staff confidently support children's early literacy skills across the provision. Children have access to a range of interesting mark-making opportunities, including using stampers and writing a letter to Santa. They develop the use of the small muscles in their hands during a lively session of 'dough disco'. Children are delighted to pinch, squeeze, shape and roll their dough in time to music. They demonstrate high levels of focus and attention.
- Staff consistently and respectfully support children's behaviour for learning. They model the rules to children and praise their kindness to each other. As a result of this, children take turns, use their manners, and offer help to each other during play. For example, when more children join the 'dough disco' session, others immediately split their play dough to ensure their friends can participate.
- Parents are delighted with the provision. They comment on the friendly and supportive staff team. Parents share that they feel extremely well informed and involved in their children's learning. Parents are highly complimentary about the skill and knowledge of the staff regarding their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders support staff to attend regular training, in order to refresh their knowledge and understanding. They plan quizzes to check learning, and evaluate the impact of the training sessions. The policy and procedure in place for protecting children from harm is clear, and staff understand their role in recording and reporting concerns. Staff are knowledgeable about the signs and symptoms of child abuse, and they understand the local arrangements for keeping children safe. This includes their responsibility to take action if they have concerns about another member of staff. Staff feel well supported across the provision by those with designated safeguarding leadership responsibility.

What does the setting need to do to improve?

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

- further develop awareness of children's level of participation in group experiences, in order to meet their individual needs and more acutely support their involvement and emotional well-being.

Setting details

Unique reference number	EY442729
Local authority	Staffordshire
Inspection number	10235679
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	34
Number of children on roll	49
Name of registered person	The Honey Pots Day Nursery Limited
Registered person unique reference number	RP531401
Telephone number	01283539200
Date of previous inspection	22 December 2016

Information about this early years setting

The Honey Pots Day Nursery Limited registered in 2012. The nursery employs eight members of childcare staff, including the managers. Of these, six hold appropriate early years qualifications at level 3, and the manager holds a level 5 qualification in leadership and management. The nursery opens on Monday to Friday, all year round, except for the bank holidays. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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