

# Inspection of Honey Tots Day Nursery

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

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Inspection date:

31 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children have positive relationships with one another and they play together well. As children arrive at the nursery they are greeted by welcoming and friendly staff. However, weaknesses in the key-person system mean that staff do not always fully meet the individual needs of some of the newest children. This means these children do not always settle quickly.

Staff give children consistent support to help them manage their own feelings and emotions. Staff attend to children's care needs and encourage them to be independent in everyday tasks. This gives children a sense of achievement when they manage to do things for themselves and supports their physical development effectively.

Children are gaining some of the skills they need for their eventual move on to school and their future learning. Children, including those with special educational needs and/or disabilities (SEND) and those that speak English as an additional language, receive some good support at times. Overall, children find things to do and keep themselves busy in their play. However, leaders and staff do not consistently provide children with a curriculum that is well informed and implemented effectively. This means not all children are making as much progress as they could be.

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

- Staff promote children's communication skills well. For example, they talk a lot to children and provide commentary on their play. They sing action songs and use signing to support children's language development. Children who speak English as an additional language are supported well by staff. For instance, staff greet them using their home languages and staff learn key words in children's home language, which are used by staff to help children communicate their needs and feel secure.
- Leaders have addressed weaknesses from the last inspection regarding support for children with SEND. Leaders and staff are working well with other professionals, which helps them plan effectively for children with SEND and move them forward in their learning.
- Although a key-person system is in place across the nursery, leaders do not ensure it is effective for all children. Key persons are not always allocated early enough. This means that they do not always establish secure relationships to help children feel safe and settled when they are new to the nursery. In addition, staff do not always work closely enough with the parents of their key children to ensure they build and maintain effective relationships with them.
- Leaders and some staff make regular observations of what children know and

can do and use this information to plan what they need to learn next. Parents are given ideas about things they could do at home to enhance their child's learning and development. However, not all staff are adequately involved in planning and assessment processes. This means some staff working with children do not focus enough on what each child needs to learn next.

- Staff use their knowledge of children's interests to provide activities and learning opportunities for them. However, some staff do not have a good enough understanding of how children learn, and the quality of teaching is not consistently good. In addition, weaknesses in staff's delivery of activities and planned learning impact the progress children make.
- Staff support children to follow good personal hygiene routines. For example, they ensure they wash their hands before meals. Furthermore, staff promote healthy lifestyles. For example, children benefit from regular fresh air and staff help children gain an understanding of healthy eating.
- The nursery is well resourced. However, staff do not always set up learning environments effectively to ensure children have sufficient access to a broad range of toys and equipment. In addition, resources and activities available to children are not always inviting or suitably challenging. This has a negative impact on children's learning and levels of engagement.
- Leaders can identify areas they could improve further and are taking steps to enhance the professional development of the staff team, to improve staff knowledge and skills and raise the quality of care and education to a good level. However, this is in its infancy.
- Many children enjoy group learning opportunities, for example singing and stories. However, staff do not always organise group activities well enough to keep all children purposefully engaged to enable them to fully participate and benefit from the teaching. As a result, some children become distracted, disengage and wander off.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff complete safeguarding training. Staff are fully aware of the nursery's policies and procedures around safeguarding. Leaders and staff have a secure understanding of the possible signs and symptoms that might indicate a child is at risk of abuse. They know what action to take if they are concerned about the welfare of a child in their care. Leaders ensure that there are adequate numbers of qualified first-aid staff to give first-aid assistance in the event of an accident occurring. Leaders have addressed safety issues raised at the previous inspection and effective risk assessment measures are in place to ensure that children are safe.

## What does the setting need to do to improve?

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

	Due date
ensure the key-person system is effective for all children to provide care and learning that is tailored to meet children's individual needs from the outset and to build and maintain effective relationships with parents	14/02/2023
provide staff with professional development opportunities that build their knowledge of how children learn, and continually improve the quality of teaching, and implementation of the curriculum.	25/04/2023

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

- provide children with a broader range of resources that inspire and motivate them in their play and offer further opportunities to develop key skills for their future learning
- review the organisation and preparation of activities, to maintain children's interest throughout and allow more opportunities for all children to be involved.

## Setting details

<b>Unique reference number</b>	EY417700
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10259578
<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>	39
<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>	28 September 2022

## 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 eight members of staff; one holds a relevant qualification at level 6, three hold a qualification at level 3, two hold a qualification at level 2 and two staff are unqualified.

## Information about this inspection

### Inspector

Dominique Allotey

## 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 inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The inspector, manager and deputy manager completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching and assessed the impact these were having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff, and children 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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