

Inspection of The Honey Pot Private Day Nursery (Burton Joyce) Ltd

2 Nottingham Road, Burton Joyce, NOTTINGHAM NG14 5AE

Inspection date: 14 February 2023

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| 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 happily leave their parents at the nursery door. They are greeted by the friendly and welcoming staff team. Children quickly settle into their play. They are familiar with the routines, which are promoted and implemented well by the staff. Children explore the good range of toys, activities and resources in this home-from-home nursery environment. They are happy, well behaved and enjoy their time at the nursery.

Children make good progress in their learning because staff have high expectations of them. Staff plan activities that build on the interests of children to encourage them to be curious, investigate and have a go. For example, pre-school children show good levels of concentration during a cutting activity. They persevere using their small muscle skills to hold and use scissors to cut paper and flowers. They proudly show off their success to visitors. Children, from a young age, demonstrate their independence skills well. Babies select toys of their choice and feed themselves at mealtimes. Toddlers pull up their own sleeves ready to use serving spoons. They scoop out the food from bowls and try to put the food on their own plates. Pre-school children pour their own drinks, serve themselves confidently and cut up their own food before eating.

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

- Staff have effective partnerships with parents, which have a positive impact on the progress that children make. Parents are supported by staff with ideas to continue to help their child's learning at home. They comment on how they value the continuity of care for their children from the well-established team. Parents comment that staff help their children to be ready for the next stage of learning, including starting school.
- The special educational needs coordinator understands her role well. She works effectively with other agencies and staff in the nursery to support children with special educational needs and/or disabilities. These children have individual plans for staff to follow. They are offered focused support by staff as they learn during their play and the general routines of the day.
- The key-person role is effective. Staff make sure that babies and young children are well cared for and have the attention and support that they need. For example, when children start at the nursery, staff sensitively work with them to provide the necessary support, personal comforts and play activities. As a result, these children settle quickly at the nursery.
- The owner/manager and her management team have a clear vision of what they want the children to learn. Overall, most staff understand how to implement their vision of an ambitious curriculum. However, at times, some staff are not clear on how to implement the curriculum to support the learning intentions for

all children. As a result, some children are not always learning as much as they can.

- Staff plan age-appropriate activities for children. However, they focus too much on planning an activity rather than what individual children need to learn next. Consequently, some children are not provided with tailored activities to support the next steps in their learning.
- Children show enthusiasm as they happily engage with staff and show good levels of concentration in their play. For example, in the pre-school room, children develop their mathematical and small-muscle skills well. They use pipettes to fill different-sized containers with water. They confidently count how many squeezes of the pipette it takes to fill the containers.
- Overall, children's communication and language development are supported well. Babies babble and mirror sounds and simple words that staff speak. Toddlers begin to join words together to form short sentences. Pre-school children who are confident, share their ideas and thoughts during circle time. However, children who are less confident and quieter are not always encouraged by staff to join in with these conversations. Therefore, these children miss out on some learning experiences.
- Children have a positive attitude to their learning. They play cooperatively, take turns, and share toys and resources well. Staff are good role models and help children to understand how to be kind to their friends.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the owner, have a secure understanding of what they must do should they be concerned about the safety and welfare of a child. Staff complete regular child protection training to keep their knowledge up to date. The management team monitors staff's understanding of all safeguarding practice. This includes any concerns where a child may be at risk of harm from extreme views and ideas. Staff supervise children closely. They ensure that babies are safe while they sleep through close monitoring practice. Staff complete risk assessments of the environment to promote children's safety.

What does the setting need to do to improve?

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

- improve how staff implement the curriculum to support the learning intentions for children, so that they learn as much as they can
- refine the planning of activities so that they are more-precisely tailored to support individual children's learning
- help staff to identify when to engage more with quieter and less-confident children so they receive the same level of support as their more-confident peers.

Setting details

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| Unique reference number | EY408810 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10262856 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 31 |
| Number of children on roll | 41 |
| Name of registered person | The Honey Pot Private Day Nursery (Burton Joyce) Ltd |
| Registered person unique reference number | RP529695 |
| Telephone number | 0115 931 4411 |
| Date of previous inspection | 5 April 2017 |

Information about this early years setting

The Honey Pot Private Day Nursery (Burton Joyce) Ltd registered in 2010 and is situated in Burton Joyce, Nottinghamshire. The nursery employs eight members of childcare staff. Of these, three hold relevant childcare qualifications at level 6 and five at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and some of her management team 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 observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The manager and inspector completed two joint observations of an activity and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, her management team, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications, and also checked the suitability records of staff.

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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